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ABSTRACT

These quarterly bulletins provide brief annotations of tests recently acquired by the Educational Testing Service Test Collection. The tests are grouped into four categories: (1) achievement; (2) aptitude; (3) personality, interest, attitudes, and opinions; (4) miscellaneous and sensory-motor. Entries of particular interest to those working with children from birth to age nine are designated. Additional information includes a listing of upcoming conventions and conferences, test reviews, new publisher listings, new references, notes, and addresses of organizations and publishers mentioned in these bulletins. A complete index to volume 12 is included. (JAC)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Barbara Wildemuth, Editor
Vol. 12, No. 4

October 1978

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving your children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 7-8. Occasionally the reader is referred to a journal article, an Educational Resources Informatio Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Resources in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule. The Index to Volume 12, Numbers 1-4 is included in this issue.

For additional information about the Test Collection or *Test Collection Bulletin*, write to:

Test Collection
Educational Testing Service
Princeton, New Jersey 08541

Questions about the Head Start Test Collection should be addressed to:

Head Start Test Collection
Educational Testing Service
Princeton, New Jersey 08541

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Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

ACER Physics Unit Tests by Graeme Wilmot; c1978; Grades 11-12; Australian Council for Educational Research, Australia.

Designed to assist in the diagnostic evaluation of students' progress in the study of physics during the last two years of secondary school. Currently available tests include Physical Measurement, Vectors, Motion in One Dimension, Motion on a Plane, Work and Energy, Linear Momentum, Light–Reflection and Refraction, Models of Light, Static Charges, Electric Field and Potential Difference, and The Magnetic Field.

Australian Item Bank: Mathematics; c1978; Grade 10; Australian Council for Educational Research.

Multiple-choice items, classified using a five-level content axis. A cognitive process index is also provided. Covers arithmetic, algebra, abstract algebra, relations and functions, analysis, geometry, trigonometry, applied mathematics, statistics and probability.

Australian Item Bank: Science; c1978; Grade 10; Australian Council for Educational Research.

Multiple-choice items are classified using a four-level content axis. A cognitive process index is also provided. Covers physics, astronomy, earth sciences, chemistry, and biology.

Australian Item Bank: Social Sciences; c1978; Grade 10; Australian Council for Educational Research.

Approximately 1000 multiple-choice items are indexed by social science topic, skill being measured, unit, and subject area. Covers anthropology, economics, ethnic and cultural studies, geography, history, legal studies, politics, and sociology.

• *Classroom Reading Diagnosis System* by Virginia Bunting, Shirley Harris, George Jurata, Judi Girard, Beverly Roller, Wilma Pullen, Janice Smit, Catherine Wiegard, Barbara Curtis, and Ruth Russell; c1974-1977; Grades K-6; The Education Center.

A mastery approach to the teaching of word attack, comprehension, and study skills. In three volumes.

Descriptive Tests of Language Skills; c1977; Grades 13-16; Educational Testing Service (for the College Entrance Examination Board).

Experimental editions of the five tests in Reading Comprehension, Vocabulary, Sentence Structure, Logical Relationships, and Usage are available, during a pilot study with a small group of colleges. In addition to a total score, each test (except Vocabulary) provides three or four descriptions that identify the student's strengths and weaknesses in particular aspects of the major skill tested. Each test can be self-scored or machine-scored.

IOX Basic Skills Tests; c1978; Grades 9-12; Instructional Objectives Exchange.

Developed to assess student mastery of fundamental skills. Two forms are available in each of three content areas: Reading, Writing and Mathematics. Items refer to everyday situations and provide information helpful to instructional planning.

Level of Environmental Understanding by Jean G. Hauser and Arthur J. Yonke; c1976; Grades 9-12; Board of Education, LaSalle-Peru Township High School.

Forty multiple-choice items measure the student's environmental understanding in the areas of energy, land use, urban management, and pollution.

• *Operational Assessment Tool;* c1971-77; Grades K-3; The CHILD Center.

Criterion-referenced tests in reading/spelling, math basic concepts and operational skills, language, and learning behavior.

• *Prescriptive Reading Performance Test* by Janet B. Fudala; c1978; Grades K-12; Western Psychological Services.

Graded word lists are used to determine how the student employs the auditory and visual information modalities in reading and spelling. The test has three basic purposes: (1) to help the examiner decide the grade level at which to begin testing for paragraph reading comprehension; (2) to give a quick assessment of reading level; and (3) to provide information by which to diagnose a student's strengths and weaknesses in reading and word-attack skills.

• *Progressive Achievement Tests: Study Skills* by Neil A. Reid, A. Cedric Croft, and Peter F. Jackson; c1978; Ages 9-15; New Zealand Council for Educational Research.

Designed to measure samples of skills in the receptive, reflective and expressive areas in three broad categories: knowledge and use of reference materials (Series 1); reading maps, graphs, tables and diagrams (Series 2); and reading study skills (Series 3).

• *Reading Unlimited Skills Assessment Tests, Levels 1-21;* c1976; Grades 1-6; Scott, Foresman and Company.

Focusing on the skills needed to read efficiently with understanding, this series provides the teacher with individual criterion-referenced measures which may assist in instructional planning.

• *Time Questionnaire* by Ruth R. Edelstein; 1971; Grades K-3; Ruth R. Greenberg Edelstein.

An oral questionnaire for the purpose of measuring time concepts. Part A deals with general time concepts; Part B involves judgments concerning short durations in everyday situations.

APTITUDE

• *Focal Point Location Test* by Harold R. Strang; Not Dated; Preschool–Grade 3; Harold R. Strang.

Designed to assess the relatedness between the location of focal points in nonrealistic figures and inversion perception. As a stimulus pair is presented, the examinee is instructed to point to the figure which is upside down.

• *Oral Language Dominance Measure;* 1978; Grades K-3; El Paso Public Schools.

Measures and compares a student's oral proficiency in English and Spanish. Can be used to determine the student's dominant language, as a placement tool, or as a diagnostic tool.

• *Pictorial Class Inclusion Problems* by Giyoo Hatano and Keiko Kuhara; Not Dated; Ages 5-7 years; Giyoo Hatano.

Developed to assess the child's concrete reasoning ability. Responses to each class inclusion problem reflect the child's grasp of logical relations between familiar pictorial items.

• *Pre-Academic Learning Inventory* by Mildred H. Wood and Fay M. Layne; c1975; Grades K-1; Academic Therapy Publications.

An individual assessment instrument designed to measure language development, speech development, concept development, body concept, auditory channel development, visual channel development, visual-motor integration, eye-hand coordination, gross motor coordination, and behavior.

Problem Solving Test by Diana Catherine Wearne; 1976; Grade 4; In ERIC, ED 144 958.

To provide information about the child's mastery of the prerequisites of the problem solving questions, each problem solving question is preceded by two other questions: one question assessing the child's comprehension of the item stem, the second assessing the child's knowledge of an underlying concept of the problem solving question.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

Aberdeen Academic Motivation Inventory by N. J. Entwistle; 1968; Ages 12-14; N. J. Entwistle.

A self-administered questionnaire, designed to assess the student's motivation toward academic success. The twenty-four items relate to academic drive, school attitudes, and scholastic expectations.

Attitudes Toward Handicapped Individuals Scale by Alfred L. Lazar; 1971; Adults; Alfred L. Lazar.

A 20-item Likert-type scale which is a modification of the ATDP (Attitudes Toward Disabled Persons) by Yuker, Block, and Younng. The purpose is to measure attitudes of acceptance or rejection.

Birkman Method Questionnaire by Roger W. Birkman; c1950–1972; Adults; Birkman and Associates, Inc.

A multiple-choice computer-scored questionnaire measuring personality characteristics, vocational and avocational interests, and the examinee's perception of others. The questionnaire is to be used in conjunction with a 1 1/2-day small group seminar.

Buscho Four Controversial Health Areas Test by Ardon E. Buscho; Not Dated; Adults; Ardon E. Buscho.

Separate sections measure knowledge of and attitudes toward tobacco smoking, alcohol, sex education, and public health. A third section surveys the respondent's opinions on topics which should be included in a health education curriculum.

Canter Background Interference Procedure for the Bender Gestalt Test by Arthur Canter; c1976; Adults; Counselor Recordings and Tests.

After the Bender test is administered under standard conditions, it is administered again with the subject drawing on paper filled with intersecting sinusoidal lines which provide "interference." The purpose is to define a level of impairment on the Background Interference Procedure relative to performance on the Bender test.

Crisis Evaluation Form by Ruth Sinay; Not Dated; Grades 9-12 and Adults; Ruth Sinay.

A questionnaire of multiple choice items to be filled out by a therapist working with a patient after referral because of crisis behavior. Questions deal with the circumstances surrounding the crisis, family, school, peers, drugs, medical problems, authorities, and sex.

Differential Emotions Scale by C. E. Izard, F. E. Dougherty, B. M. Bloxom, and W. E. Kotsch; 1971; Adults; C. E. Izard.

A self-report instrument designed for use in the assessment of an individual's experience of fundamental emotions or combinations of emotions. It can be used to obtain measures of the individual's emotions in a given situation or the relative frequency of different emotions over a given period of time.

Double-Aspect Facial Perception Task by R. John Huber and R. Elizabeth Davis; 1972; Open; R. John Huber.

Based on the assumption that in double-aspect figures with one human aspect, attention to the latter is an expression of the Adlerian concept of social interest.

Inventory of Individually Perceived Group Cohesiveness by David L. Johnson; c1975; Adults; In ERIC, ED 144 972.

A self-report measure of group cohesiveness on the process dimensions of task communication, cooperation, and expectational control.

• *Known Word Test* by Elizabeth J. Levinson; 1963; Grades K-1; Elizabeth J. Levinson.

The child is asked to define ten words similar in difficulty to the first ten words of the Stanford-Binet vocabulary test, and two additional sets of well-known words.

Old People Scales by Nathan Kogan; 1961; Adults; Nathan Kogan.

Seventeen positive and 17 negative statements about old people are used with six response categories (strongly disagree to strongly agree) to measure attitudes toward old people.

Organizational Conflict Instruments by Afzalur Rahim; 1978; Adults; Afzalur Rahim.

Two measures of organizational conflict. The Indices of Conflict Handling Styles ask the respondent to indicate how conflicts with superiors, peers, and subordinates are handled. The Indices of the Amount of Conflict measure how much conflict exists.

• *Parent Behavior Form* by Leonard Worell and Judith Worell; Not Dated; Children and Adolescents; Leonard Worell.

Designed to assist in describing the behavior of both father and mother. Responses to a series of statements, pertaining to each parent, are evaluated according to thirteen possible scales on an Acceptance-Rejection continuum.

Parental Attitude Scale by Ruth Sinay, Kazuo Nihira, and Alvin Yusin; 1976; Parents of Adolescents; Ruth Sinay.

Developed to analyze parents' current attitudes about adolescents' behaviors in the area of social, familial and educational interactions. Designed for use with parents of adolescents exhibiting crisis behavior.

• *Pupil Behavior Inventory, Early Education Version* by Rosemary Sarri and Norma Radin; 1973; Preschool–Grade 3; Norma Radin.

Teacher observations are used to measure eight dimensions of student behavior: classroom misconduct, creative inquisitiveness, good student behavior, teacher dependence, poor physical condition, academic motivation, anti-social behavior, and problematic socio-emotional state.

Questionnaires by Daniel Solomon and Arthur J. Kendall; 1976; Grade 4; Daniel Solomon.

Six questionnaires were developed in a study of the effects of the educational setting ("openness"). Four questionnaires measure values, attitudes, self-assessments, inquiry skill, writing skill, and creativity. The other two questionnaires measure the students' preferences, orientations, and motives.

• *Role Knowledge* by David R. Heise and Essie P. M. Roberts; 1970; Grades K-6; David R. Heise.

Each item is a combination of a role (Baby Brother, Son, Sister, Daughter, High School Boy, High School Girl, Husband, Father, Wife, Mother, Sick Person, Teacher, Doctor, Nurse) and an activity or habitat question, such as "Does a Mother clean tables?" or "Does a Sick Person go to school?"

Stages of Concern Questionnaire by Gene E. Hall, Archie A. George, and William L. Rutherford; c1974-77; Teachers; In ERIC, ED 147 342.

Provides a quick-scoring measure of the stages of a teacher's concern about the adoption of an educational innovation.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

Behavioral Observation Index by Arnold Delano Witherspoon; 1971; Correctional Officers; Rehabilitation Research Foundation.

Designed to evaluate a training program designed to teach correctional officers the use of behavioral modification techniques. Observers record information about interactions between the officer and prisoners.

• *Benton Right-Left Discrimination* by A. L. Benton; 1959; Open; A. L. Benton.

The child's right-left discrimination is measured by responses to the examiner's requests to point to her/his right or left eye, ear, knee, shoulder, or leg with her/his right or left hand. Three different forms are available.

Checklist for Resource Program for Gifted Students by James Miley; 1977; Adults; James Miley.

Developed to assist teachers in recommending students for programs for the gifted, by providing a method of rating the extent to which certain characteristics are exhibited.

• *Fait Motor Skill Test for Severely and Profoundly Retarded, Texas Revision* by Richard Denton; Not Dated; Grades K-12; Hollis Fait.

A basic movement performance profile describing the subject's ability to crawl, walk, walk up and down stairs, run, climb, jump, dodge, roll forward, balance, carry a chair, hit a volleyball with a bat, push and pull a wheelchair, throw a ball, catch a bean bag, kick a ball, and hang from a bar.

Fry Readability Scale by Edward B. Fry; c1978; Jamestown Publishers.

Fry's original graph for estimating the readability level of a passage has now been extended to grade 17+.

Language Styles by Ellis G. Olim; Not Dated; Open; Ellis G. Olim.

A variety of scales are used to define a speaker's style. They include mean sentence length, adjective range, adverb range, verb elaboration, abstraction, stimulus utilization and introduced content, syntactic structure elaboration, and mean pre-verb length.

Law Encounter Severity Scale by A. D. Witherspoon, E. K. deValera, and W. O. Jenkins; 1973; Adult Offenders; Rehabilitation Research Foundation.

Developed to validate the predictive capacity of several behavioral instruments measuring postrelease adjustment. Defines the status of subjects being processed through the justice system, fugitives, and those who had been convicted, acquitted, or discharged.

• *Modified Birch-Belmont Auditory Visual Integration Test* by Howard Margolis; Not Dated; Preschool–Grade 3; Howard Margolis.

The child must match one of three visual-spatial patterns with an auditory tap made by the examiner out of the child's field of sight.

Prerelease Checklist, Not Dated; Adult Prisoners; Rehabilitation Research Foundation.

A checklist of necessary preparations before release from prison. To be completed by prisoner.

• *Pupil Profile of Reading Skills* by Alfred L. Lazar and Patricia E. Lazar; c1970; Grades K-6; Alfred L. Lazar.

Developed to assist the teacher or reading specialist in identifying students with reading problems. The profile includes 110 factors, categorized as perceptual reading skills, word identification and attack skills, comprehension, oral reading, study skills for effective reading, and interpretation and appreciation reading skills.

• *Social Interaction and Creativity in Communication System* by David L. Johnson; c1975; Grades K-12; Institute of Human Resources.

Student-teacher verbal interactions are categorized by an observer as appraisal, prescriptive, informational, questioning, self-reference, self-initiated, productivity, and quantity.

• *Southern California Postrotary Nystagmus Test* by A. Jean Ayres; c1975; Grades K-4; Western Psychological Services.

Nystagmus is an involuntary, rapid, back-and-forth movement of the eyeballs. The SCPNT provides a standard procedure for measuring and comparing against normal expectations one of the more common types of nonpathological nystagmus.

Weekly Activity Record by W. O. Jenkins, J. B. Muller, M. D. DeVine, E. K. deValera A. D. Witherspoon, and J. M. McKee; 1974; Adult Ex-Offenders; Rehabilitation Research Foundation.

Designed to analyze and predict criminal behavior and recidivism. Records the hours per week devoted to various usual activities: vocational, avocational, social, physical, antisocial, personal, and interpersonal.

Upcoming Conventions and Conferences

October 25-27, 1978 – Northeastern Educational Research Association Conference; Ellenville, New York.

For information write to:

Edward F. Iwanicki
Department of Educational Administration
University of Connecticut
Box U-32
Storrs, Connecticut 06268

October 27, 1978 – Johns Hopkins University National Symposium on Educational Research, "Criterion-Referenced Measurement: The State-of-the-Art"; Washington, D. C.

For information write to:

Joan S. Millison
Evening College
Johns Hopkins University
Baltimore, Maryland 21218

November 30 - December 1, 1978 – Conference on Retrieval and Use of Educational Resources; Tucson, Arizona.

For information write to:

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OIIS, College of Education
University of Arizona
Tucson, Arizona 85721

March 28-31, 1979 – Southeastern Psychological Association; New Orleans.

For information write to:

Dorothy D. Nevill
Department of Psychology
University of Florida
Gainesville, Florida 32611

April 5-8, 1979 – Western Psychological Association; San Diego.

For information write to:

John Grossberg
Department of Psychology
San Diego State University
San Diego, California 92182

April 17-21, 1979 – Eastern Psychological Association; Philadelphia.

For information write to:

Murray Benimoff
Department of Psychology
Glassboro State College
Glassboro, New Jersey 08028

Test Reviews

Circus; Addison-Wesley Publishing Company.

Reviewed by Rochelle Selbert Mayer, Bank Street College of Education, in *Journal of Educational Measurement,* v14 n1, pp 65-72, Spring 1977.

Self-Directed Search by John L. Holland; Consulting Psychologists Press.

Reviewed by Catherine C. Cutts, South Granville High School, Creedmoor, North Carolina, in *Measurement and Evaluation in Guidance,* v10 n2, pp 117-120, July 1977.

Self-Directed Search by John L. Holland; Consulting Psychologists Press.

Reviewed by Robert H. Dolliver and Robert N. Hansen, University of Missouri at Columbia, in *Measurement and Evaluation in Guidance,* v10 n2, pp 120-123, July 1977.

Self-Directed Search by John L. Holland; Consulting Psychologists Press.

Author's Comments on Reviews, in *Measurement and Evaluation in Guidance,* v10 n2, pp 123-128, July 1977.

Standardized Road-Map Test of Direction Sense by John Money; Academic Therapy Publications.

Reviewed by Alan Krichev, Lakehead Board of Education, in *Psychology in the Schools,* v14 n2, pp 247-248, April 1977.

World of Work Inventory; NCS/Interpretive Scoring Systems.

Reviewed by Don C. Locke, North Carolina State University, in *Measurement and Evaluation in Guidance,* v10 n1, pp 62-64, April 1977.

New References

Bush, Clifford L.; Andrews, Robert C. *Dictionary of Reading and Learning Disabilities.* Los Angeles: Western Psychological Services, 1978.

Definitions of more than 2,000 terms cover areas of psychology, measurement, evaluation, education, statistics, linguistics, and vision, sensory and motor functions.

Goldman, Bert Arthur; Busch, John Christian. *Directory of Unpublished Experimental Mental Measures, Volume 2.* New York: Human Sciences Press, 1978.

A compendium of experimental test instruments that are not currently produced commercially, continuing and updating the listings in Volume 1. The test name, purpose, format, author and related research are provided.

Hopkins, Charles D.; Antes, Richard L. *Classroom Measurement and Evaluation.* Itasca, Illinois: F. E. Peacock Publishers, Inc., 1978.

An aid to instruction, supporting various courses of study. Concepts and principles of the assessment of the suitability and effectiveness of school programs as well as appraisal of student achievement. Instructor's manual available.

Keefe, F. J.; Kopel, S. A.; Gordon, S. B. *A Practical Guide to Behavioral Assessment.* New York: Springer, 1978.

Current approaches to behavioral assessment including theoretical bases and case studies.

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin.*

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Addison-Wesley Publishing Company
South Street
Reading, Massachusetts 01867

The Australian Council for Educational Research, Ltd.
Frederick Street
Hawthorn, Victoria, Australia

A. L. Benton
Department of Neurology
University Hospitals
The University of Iowa
Iowa City, Iowa 52242

Birkman and Associates, Inc.
Management Consultants
3637 West Alabama
P. O. Box 27528
Houston, Texas 77024

Board of Education
LaSalle-Peru Township High School
LaSalle, Illinois 61301

Ardon E. Buscho
704 South Front Avenue
Park Rapids, Minnesota 56470

The Child Center
P. O. Box 144
Kentfield, California 94904

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Counselor Recordings and Tests
Box 6184, Acklen Station
Nashville, Tennessee 37212

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P. O. Box 190
Arlington, Virginia 22210

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206 Berkeley Drive
Syracuse, New York 13210

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1411 [illegible] Street
Greensboro, North Carolina 27408

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Chapel Hill, North Carolina 27514

R. John Huber
Department of Psychology
Meredith College
Raleigh, North Carolina 27611

Human Sciences Press
72 Fifth Avenue
New York, New York 10011

Institute of Human Resources
P. O. Box 14412
Albuquerque, New Mexico 87111

The Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

C. E. Izard
Department of Psychology
University of Delaware
Newark, Delaware 19711

Jamestown Publishers
P. O. Box 6743
Providence, Rhode Island 02940

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New York, New York 10003

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Plattsburgh, New York 12901

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733 East 57th Street
Hialeah, Florida 33013

NCS/Interpretive Scoring Systems
A Division of National Computer Systems, Inc.
P. O. Box 1416
Minneapolis, Minnesota 55401

National Auxiliary Publications Service
(NAPS)
Microfiche Publications
Division of Microfiche Systems
Corporation
4 North Pearl Street "F"
Portchester, New York 10573

New Zealand Council for Educational Research
Education House
178-182 Willis Street
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200 Park Avenue South
New York, New York 10003

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Foundations of Education
University of Virginia
260 Ruffner Hall
405 Emmet Street
Charlottesville, Virginia 22903

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

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Numbers 1-4 *January-October 1978*

This index includes all tests, programs, reviews, references, publisher changes, and services that were listed in Volume 12 of the *Test Collection Bulletin.* References are to the issue number and page. An asterisk (*) indicates that the reference or test would be of particular interest to those working with children from birth to nine years.

Issues of the 1978 *Bulletin* are still available. Copies can be obtained for fifty cents ($.50) each as long as the supply lasts. Address requests for copies to the *Test Collection Bulletin,* Educational Testing Service, Princeton, New Jersey 08541.

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

Pamela Rosen
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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

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Acquisitions

Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

• *Bankson Language Screening Test* by Nicholas W. Bankson; c1977; Ages 4-8; University Park Press.

Assesses the development of expressive language to identify the need for remediation. A battery of 19 subtests are organized into five general categories: semantic knowledge, morphological rules, syntactic rules, visual perception, and auditory perception.

California Assessment Program: Survey of Basic Skills, Grade 12; c1974; Grade 12; California State Department of Education.

Designed to evaluate the effectiveness of general educational programs in California, the test focuses on group, rather than individual, performance. Content areas include: Reading, Written Expression, Spelling, and Mathematics.

• *Chinese Test of Oral Proficiency;* c1971; Kindergarten–Grade 6; BABEL Media Center.

Assesses child's oral proficiency in Chinese. Test is in four parts: Oral Comprehension of Commands, Visual Oral Comprehension, Oral Comprehension of Common Verbs, and Oral Questions.

Deep Structure Recovery Test by Herbert D. Simons; c1969; Grade 5; Herbert D. Simons.

Measures the child's ability to understand the underlying subject-object relationships within sentences. The items assess the ability to distinguish between surface and deep structure of sentences.

• *Instructional Objectives Exchange: Objective Collection in Metric Measurement* by Kathryn Goffredo; 1977; Kindergarten–Grade 8; Instructional Objectives Exchange.

The objectives and sample items in this collection are divided into four categories: Preparing to Use the Metric System, Measurement, Geometry, and Using the Metric System.

• *Language Assessment Scales* by Edward A. DeAvila and Sharon E. Duncan; c1975-78; Kindergarten and Above; Linguametrics Group, Inc.

Provides an overall assessment of oral linguistic proficiency based on a student's performance across four linguistic subsystems: phonemic, referential, syntactical, and pragmatic. The test yields scores for: Minimal Sound Pairs, Lexical Phonemes, Sentence Comprehension, Oral Production (Storytelling), and Relative Linguistic Proficiency. Separate tests in English and Spanish are available at two levels: kindergarten through grade 5 and grades six and above. Some of the items are presented via cassette.

• *Science Process Instrument: Experimental Edition;* c1970; Ages 5-10; American Association for the Advancement of Science.

An experimental instrument developed for use in investigations of science teaching and learning. It is intended to assess students' acquisition of the sequential behaviors taught in the instructional program *Science–A Process Approach.* The tasks deal with seven areas: Classifying, Communicating and Predicting, Inferring, Measuring, Observing, Using Numbers, and Using Space/Time Relationships.

• *Spanish Reading Criterion-Referenced Test: Kindergarten;* c1971; Kindergarten; BABEL Media Center.

A criterion-referenced measure of readiness skills for reading in Spanish.

• *Spanish Reading Criterion-Referenced Test: First Grade;* c1971; Grade 1; BABEL Media Center.

Assesses beginning reading skills in Spanish, including initial, medial and ending sounds, comprehension, and word association.

• *Spanish Reading Criterion-Referenced Test: Second Grade;* c1971; Grade 2; BABEL Media Center.

Assesses basic reading skills in Spanish including phonics, vowels, word association, writing, word meaning, plurals, and comprehension.

• *Spanish Reading Criterion-Referenced Test: Third Grade;* c1971; Grade 3; BABEL Media Center.

Measures students' basic reading skills in Spanish including comprehension, vocabulary, syntax, inference, and alphabetical order.

Student Geometry Achievement Test by Carl A. Backman; 1969; Grades 4-6; Carl A. Backman.

This measure of pupil achievement in geometry was developed for use in a study of teacher characteristics related to teaching geometry in the elementary school.

Survey Instrument: Geometry Test and Teaching Geometry Test by Carl A. Backman; 1969; Adults; Carl A. Backman.

Developed for use in a study of teacher characteristics related to teaching geometry in the elementary school. The test consists of separate sections assessing background and training, attitudes toward geometry and teaching geometry, and knowledge of geometry and teaching geometry.

APTITUDE

• *Checklist for Kindergarten* by James Miley; Not Dated; Kindergarten; James Miley.

Designed to assist in the identification of gifted pupils, this device provides a method of rating pupils on a number of specific characteristics in each of five areas: Language, Psychomotor Abilities, Mathematics, Creativity, and General.

• *Checklist for First Grade Pupils* by James Miley; Not Dated; Grade 1; James Miley.

Provides a method for rating pupils on a number of specific characteristics for purposes of identifying gifted pupils.

• *Checklist for Grades 2-6* by James Miley; Not Dated; Grades 2-6; James Miley.

Designed to assist in the identification of gifted students. The checklist provides for the rating of pupils on specific characteristics within four areas: learning, motivation, creativity, and leadership.

Inquiry Skill Measures by Miles A. Nelson and Eugene C. Abraham; 1973; Grade 6; Eugene C. Abraham.*

A performance test designed to measure four science processes: observation, inference, verification, and classification.

*Included in: Nelson, M. A. and Abraham, E. C. "Inquiry Skill Measures". *Journal of Research in Science Teaching*, 1973, Vol. 10, No. 4, 291-297.

Revised Beta Examination: Second Edition by C. E. Kellogg and N. M. Morton; c1974-78; Ages 16-64; The Psychological Corporation.

A non-verbal measure of intellectual ability designed for illiterate, non-English speaking, or language handicapped persons. Subtests are: Mazes, Coding, Paper Form Boards, Picture Completion, Clerical Checking, and Picture Absurdities.

Selected Creativity Tasks by Eugene C. Abraham; Not Dated; Grade 6; Eugene C. Abraham.

Developed as part of an investigation on the effects of science instruction on creative behavior. Based on the work of Kogan, the instrument consists of two tasks: Instances and Alternate Uses. Responses are evaluated according to four criteria: Fluency, Flexibility, Originality, and Elaboration.

• *Tick-Tack-Toe Test* by Brian Sutton-Smith and John M. Roberts; 1967; Ages 5-15; Brian Sutton-Smith.

Designed to measure elementary strategic competence using a familiar children's game. Each of the items represents a game of tick-tack-toe at different stages of completion and the child is asked to make only the next move.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

AVJ Scale of Attitude Toward Mathematics by Sam Adams, Robert Von Brock, and Guy Johnson; Not Dated; Elementary Teacher Trainees; Sam Adams.

A Likert-type scale designed to assess general attitudes toward mathematics.

Adolescent Value-Orientations Profile by Richard O. Ulin; Not Dated; Ages 12-20; Richard O. Ulin.

Measures an adolescent's adherence to a given value. The profile consists of 42 "either-or" situations each of which poses a choice between two of seven values: peer group, family, athletics, sex, financial security, upward mobility, and academic achievement.

Attitudes Toward Child-Rearing Scale by James W. Croake and Dennis E. Hinkle; Not Dated; Adults; James W. Croake.

Designed to measure the intensity of democratic and authoritarian attitudes held by parents.

• *Checklist of Children's Fears* by James W. Croake; Not Dated; Ages 8-16; James W. Croake.

Elicits information concerning children's fears. The items cover eleven categories of fears: animals, school, supernatural, home, personal relations, future, political, drugs, safety, natural phenomena, ecological.

• *Children's Autonomy Questionnaire (MC-3)* by Ron Shouval; Not Dated; Ages 8-14; Ron Shouval.

Designed to reflect a child's level of autonomy in conflict situations. The questionnaire yields four independent factor scores, two focusing on autonomy from specific socializing agents (parents and peers) and two focusing on autonomy in specific situations (traumatic and task completion).

• *Children's Sex-Stereotypes of Adult Occupations* by Candace Garrett Schau and Lynne Kahn; c1978; Grades 1-6; Candace Garrett Schau.

Designed to explore age changes and sex differences in the flexibility of children's sex-related occupational stereotypes. The scale measures children's perceptions of each occupation in terms of ability (who can be) and prescription (who should be).

Interest Determination Exploration and Assessment System (IDEAS) by Charles B. Johansson; c1978; Grades 6-12; Interpretive Scoring Systems.

A short, hand-scorable inventory developed to assist students in exploring their vocational interests. IDEAS provides scores on 14 scales covering the following areas: mechanical/fixing, electronics, nature/outdoors, science, numbers, writing, arts/crafts, social service, child care, medical service, business, sales, office practices, and food service.

• *Measurement of Emotional Maturity* (MEM) by Harold Bessell; c1975-78; Ages 5-11; Psych/Graphic Publishers.

An integrated diagnostic and prescriptive system intended to evaluate all areas of the child's emotional development. The items provide for the observation of 63 developmental traits within four subscales: awareness, relating, competence, and integrity. Observations are completed by the teacher.

Seaman Attitude Inventory by Janet A. Seaman; Not Dated; Grade 6 and Above; Educational Studies Center for Adapted Physical Education.

Designed to assess attitudes of the handicapped toward physical education. Items are grouped into four categories: social development, psychological effects, administration, and physical effects.

• *Self-Administered Dependency Questionnaire* by Ian Berg; Not Dated; Mother of Children Ages 7-15; Ian Berg, England.

Designed to measure four types of dependency usually associated with mother-child relationships: affection, communication, assistance and travel.

Trait Adjective Rating Scale by Natalie Terbovic Warren; Not Dated; College Students; Natalie Terbovic Warren.

This measure of self esteem was developed in an effort to provide for some control over the descriptive content of its items and thereby avoid the confusion of descriptive and evaluative components.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

• *A-M-L Behavior Rating Scale* by Phyllis P. Van Vleet; c1978; Preschool–Grade 12; Phyllis P. Van Vleet.

A screening device for identifying children with learning and/or behavior problems. The teacher rates the frequency of specific behaviors on a five-point scale. The scale consists of three subscales: aggressive, outgoing behavior (A); moody, withdrawn, internalized behavior (M); and degree of learning difficulty (L).

• *BKR Development and Trainability Assessment: Fifth Research Edition* by Alex D. Bannatyne, Louise M. Bradtke, William J. Kirkpatrick, Katherine P. Rosenblatt, and DeForest L. Strunk; 1975; Birth and Older; BKR Educational Projects, Inc.

Designed to assist instructors in developing appropriate prescriptive programs for severely and profoundly mentally retarded children. The scale covers 16 psychophysical areas of awareness and experience, six of which assess skills up to the developmental age of five years.

• *Bruininks-Oseretsky Test of Motor Proficiency* by Robert H. Bruininks; c1978; Ages 4.5-14.5; American Guidance Service, Inc.

An individually-administered test that provides a comprehensive index of motor proficiency as well as separate measure of gross and fine motor skills. The subtests are: Running Speed and Agility, Balance, Bilateral Coordination, Strength, Upper-Limb Coordination, Response Speed, Visual-Motor Control, and Upper-Limb Speed and Dexterity.

Career Education Materials Analysis Instrument by Judith E. Hedstrom and Constance M. Williams; 1977; Adults; Social Science Education Consortium, Inc.

Designed to aid classroom teachers in analyzing the educational soundness and accuracy of career education materials. The long form covers: Product Characteristics, Educational Quality of Materials, Career Education Content, Conditions of Use, and Overall Evaluation. The short form covers: Career Education Objectives and Content.

Career Orientation Placement and Evaluation Survey (COPES) by Robert R. Knapp and Lila Knapp; c1977; Grades 9-12; Educational and Industrial Testing Service.

Designed to measure those personal values which have been observed to be related to the type of work one chooses and the satisfactions derived from the work one does. Eight value dimensions are covered: Investigative, Practical, Independent, Leadership, Orderly, Recognition, Aesthetic, and Social.

Child Rearing Practices Scale by James W. Croake, Charles Freeman, and Dennis E. Hinkle; Not Dated; Adults; James W. Croake.

Designed to measure the child-rearing practices of individuals who have been given training in Adlerian parent education. The scale is to be completed by someone who is familiar with the parent's child-rearing practices.

Children's Behavior Checklist by James W. Croake, Charles Freeman, and Dennis E. Hinkle; Not Dated; Grades 4-6; James W. Croake.

Designed to enable parents to record and express their feelings about the behaviors of their elementary school-aged child. It is intended for use with individuals who have been given training in Adlerian parent education and therapy.

• *Classroom Observational Record* by William W. Reynolds, Jr., Eugene C. Abraham, and Miles A. Nelson; 1971; Open Range; Eugene C. Abraham.

Developed to aid observers and teachers in analyzing the cognitive levels on which classroom verbal interactions take place. The record consists of 22 categories which are arranged into five major areas: Structuring Moves, Soliciting Moves, Reacting Moves, Responding Moves, and Non-Moves.

Ethnic Heritage Studies Materials Analysis Instrument; 1975; Adults; Social Science Education Consortium, Inc.

Designed to aid classroom teachers in analyzing the educational soundness and ethnic accuracy of ethnic studies materials. The long form covers: Product Characteristics, General Educational Quality of Materials, Ethnic Heritage Content, Adaptability of Materials to Conditions of Use, and Overall Evaluation. The short form covers: Format, Realism and Accuracy, Development of Intercultural Understanding, and Overall Evaluation.

• *Group Phonics Analysis* by Edward Fry; c1971-77; Grades 1-6; Dreier Educational Systems, Inc.

A diagnostic group test designed to assist the classroom teacher in determining strengths and weaknesses in phonics and word attack skills.

• *Individual Phonics Criterion Test* by Edward Fry; c1976-77; Grades 1-6; Dreier Educational Systems, Inc.

This individually-administered, criterion-referenced test identifies specific areas of phonics with which the pupil is having difficulty. The test has 14 sections: easy consonants, short vowels, long and silent vowels, difficult consonants, consonant digraphs, consonant second sounds, schwa sounds, long vowel digraphs, vowel + R, broad O, diphthongs, difficult vowels, consonant blends, and consonant exceptions.

• *Matrix for Analyzing Process Testing* by Janet B. Fudala; c1977; Open Range; Academic Therapy Publications.

Intended to help test administrators and researchers analyze various test results, the matrix was developed for use with [illegible] tests being generally used with students with learning problems. The 34 tests are listed in relation to three modalities: auditory-vocal, visual-motor, and tactile-motor-kinesthetic. They are also listed in relation to cognitive levels.

• *Matrix for WISC-R/ITPA Analysis* by Janet B. Fudala; c1977; Ages 2.5-16; Academic Therapy Publications.

Developed for use in correlating scores from the *Wechsler Intelligence Scale for Children–Revised* and the *Illinois Test of Psycholinguistic Abilities* in developing educational plans for students with learning problems.

• *Predictive Screening Test of Articulation* by Charles Van Riper and Robert L. Erickson; 1975; Grade 1; Continuing Education Office, Western Michigan University.

Designed to differentiate between children who will master functional misarticulations without assistance and those who will require therapy to master speech sounds.

• *Quick Neurological Screening Test: Revised Edition* by Margaret Mutti, Harold M. Sterling, and Norma V. Spalding; c1978; Ages 5 and Above; Academic Therapy Publications.

An individually administered test which taps neurological integration as it relates to learning in an effort to identify children with learning disabilities. The 15 tasks sample a child's motor development, skill in controlling large and small muscles, motor planning and sequencing, sense of rate and rhythm, spatial organization, visual and auditory perceptual skills, balance and cerebellar-vestibular function, and disorders of attention.

• *Test of Auditory Analysis Skills* by Jerome Rosner; c1975; Kindergarten–Grade 3; Academic Therapy Publications.

A brief assessment of whether a child has sufficiently developed skills in processing sequences of syllables and sounds within words he hears and uses.

Tredyffrin/Easttown Sex Fairness Survey by Mark W. Blair, John L. Buttram, and John F. Strandmark; c1978; Adolescents and Adults; Research for Better Schools, Inc.

Designed to assess sex fairness toward members of both genders in a variety of contexts. Three approaches were used: assigning traits to groups, assigning roles to groups, and judging individuals based on knowledge on group membership.

• *Visual Aural Digit Span Test* by Elizabeth M. Koppitz; c1977; Ages 5.5-12; Gruen and Stratton, Inc.

A diagnostic tool assessing visual-oral and aural-visual integration and memory for sound-symbol sequences. The four subtests involve the reproduction of two-digit to seven-digit series. They are: Aural-Oral, Visual-Oral, Aural-Written, and Visual-Written.

Announcements Received

• *Alaska Instructional Diagnostic System* (AIDS); c1977; Grades 1-8; AIDS.

An objective-referenced testing system which consists of three major components covering educational objectives and test items in the basic skill areas of mathematics and reading. The three components are:

- *Lower Level Skill Surveys*–Designed to measure the primary student's competency in four skill areas: phonetic analysis, structural analysis, vocabulary building, and computational skills.

Upper Level Skill Surveys–Covers skills commonly taught in grades three through eight: phonetic analysis, structural analysis, vocabulary building, reading comprehension, computational skills, and math application.

- *Skill Sheets*–Developed to provide more detailed diagnosis of a student's ability on specific objectives.

• *Behavior Assessment Battery* by Chris Kiernan and Malcolm Jones; c1978; Children and Adolescents; NFER Publishing Company, Ltd., England.

A battery of criterion-referenced measures designed for use with profoundly handicapped individuals.

• *Damron Reading/Language Kit* by O. Rex Damron; c1978; Ages 2-10; CTB/McGraw-Hill.

In conjunction with the *Illinois Test of Psycholinguistic Abilities*, the kit is a diagnostic-prescriptive approach that provides ways of teaching children with primary learning disabilities.

Language Imitation Test by Paul Berry and Peter Mittler; c1978; NFER Publishing Company, Ltd., England.

A technique for assessing the linguistic competence of severely educationally subnormal children.

Lewis Counseling Inventory by D. G. Lewis and P. D. Pumfrey; c1978; Adolescents; NFER Publishing Company, Ltd., England.

A self-report inventory designed to identify pupils in need of guidance and counseling.

Personal Questionnaire Rapid Scaling Technique by D. J. Mulhall; c1978; Adolescents and Adults; NFER Publishing Company, Ltd., England.

A technique for the construction of idiographic personal questionnaires which enable the measurement of subjective intensity of such phenomena as symptoms, feelings, attitudes, and beliefs.

• *Primary Reading Test* by Norman France; c1978; Ages 6-10; Thomas Nelson and Sons, Ltd., England.

A group administered test involving the use of picture recognition and sentence completion. It yields a standard age score and a reading age.

Profile of Mathematical Skills by Norman France; c1978; Ages 9-13; Thomas Nelson and Sons, Ltd., England.

An informally administered test designed to diagnose areas of strength and weakness in nine skill areas: Addition, Subtraction, Multiplication, Division, Fractions and Percentages, Measurement and Money, Diagrams, Operations, and Extensions.

• *Swansea Evaluation Profile for School Entrants* by R. Evans, P. Davies, N. Ferguson, and P. Williams; c1978, Ages 4-5; NFER Publishing Company, Ltd., England.

A screening procedure intended to identify entrants to infant schools needing compensatory education. Two of the sections elicit information on home background and initial adjustment to school. A third section consists of a battery of cognitive tests.

Work Values Questionnaire by Jeanette James; 1978; Adults; NFER Publishing Company, Ltd., England.

An experimental questionnaire intended to assess the importance individuals attach to certain areas related to job satisfaction: Independence, Altruism, Material Benefits, Challenge and Interest, Social Contact, and Prestige.

Testing Programs 1978-79

Testing Program	Administration Dates	For Further Information Write to:
ACT Assessment Program	Oct. 21, Dec. 9, 1978, Feb. 10, Apr. 7, June 23, 1979	ACT Assessment Program P. O. Box 168 Iowa City, Iowa 52240
ACT Proficiency Program	Nov. 2-3, 1978, Feb. 1-2, May 3-4, Aug. 2-3, 1979	ACT Proficiency Program P. O. Box 168 Iowa City, Iowa 52240
Academy of Certified Social Workers Program	Nov. 6, 1978, May 21, 1979	Academy of Certified Social Workers National Association of Social Workers, Inc. 1425 H Street, N. W. Washington, D. C. 20005
Allied Health Professions Admission Test	Nov. 18, 1978, Jan. 20, Mar. 10, May 19, 1979	The Psychological Corporation 304 East 45th Street New York, New York 10017
American Board of Obstetrics and Gynecology Examinations	[illegible] 1979	American Board of Obstetrics and Gynecology, Inc. 711 Stanton L. Young Boulevard Room 203 Oklahoma City, Oklahoma 73104
American Board of Ophthalmology Examinations	[illegible], Written [illegible]am.	American Board of Ophthalmology 8870 Towanda Street Philadelphia, Pennsylvania 19118
American College of Life Underwriters Examination	[illegible]1, 12, 13, 1979	American College of Life Underwriters 266 Bryn Mawr Avenue Bryn Mawr, Pennsylvania 19010
American College Testing Program	See ACT Assessment Program	
American Institute of Certified Public Accountants College Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Institute of Certified Public Accountants Professional Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017

Testing Program	Administration Dates	For Further Information Write to:
American Occupational Therapy Association Examination for Occupational Therapist, Registered	Jan. 27, June 30, 1979	American Occupational Therapy Association, Inc. 6000 Executive Boulevard Rockville, Maryland 20852
American Occupational Therapy Association Examination for Occupational Therapy Assistants	Jan. 20, July 21, 1979	American Occupational Therapy Association, Inc. 6000 Executive Boulevard Rockville, Maryland 20852
Annual High School Mathematics Examination	March 6, 1979	Dr. Walter Mientka Executive Director, Annual High School Mathematics Examination University of Nebraska 1026 Oldfather Hall Lincoln, Nebraska 68508
Automotive Mechanic Certification Tests	Nov. 14, 16, 18, 1978, May 1, 3, 8, 10, 1979	Educational Testing Service Princeton, New Jersey 08541
Certificate in Computer Programming	Dec. 9, 1978	The Psychological Corporation 304 East 45th Street New York, New York 10017
Certificate in Data Processing Examination	May 5, 1979	The Psychological Corporation 304 East 45th Street New York, New York 10017
Certification Examination for Operating Room Technicians	Sept. 23, 1978	Association for Operating Room Technicians, Inc. 1100 W. Littleton Boulevard Littleton, Colorado 80120
Certification Examination for Respiratory Therapy Technicians	Dec. 2, 1978, June 2, 1979	National Board for Respiratory Therapy, Inc. Suite 124 1900 West 47th Place Shawnee Mission, Kansas 66205
Certification Examinations in Radiologic Technology	Nov. 16, 1978, May 17, 1979	American Registry of Radiologic Technologists 2600 Wayzata Boulevard Minneapolis, Minnesota 55405
College Entrance Examination Board Achievement Tests	Nov. 4, Dec. 2, 1978, Jan. 27, Mar. 31, May 5, June 2, 1979	Educational Testing Service Box 592 Princeton, New Jersey 08541

Testing Program	Administration Dates	For Further Information Write to:
College Entrance Examination Board Advanced Placement Examinations	May 14-18, 1979	Educational Testing Service Box 977 Princeton, New Jersey 08541
College Entrance Examination Board Preliminary Scholastic Aptitude Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
College Entrance Examination Board Scholastic Aptitude Test	Oct. 14, 1978 (SAT) only, Nov. 4, Dec. 2, 1978, Jan. 27, Mar. 31, May 5, June 2, 1979	Educational Testing Service Box 592 Princeton, New Jersey 08541
College Level Examination Program	Third week of each month. Schedule is available from publisher.	College Level Examination Program Box 592 Princeton, New Jersey 08541
Colleges of Podiatry Admission Test	See Medical College Admission Test	
Contact Lens Examination	Winter 1978-79	National Committee of Contact Lens Examiners P. O. Box 32206 Washington, D. C. 20007
Dental Admission Testing Program	Oct. 7, 1978, Apr. 28, Oct. 6, 1979	American Dental Association Council on Dental Education 211 East Chicago Avenue Chicago, Illinois 60611
Dental Hygiene Aptitude Testing Program	Nov. 17, 18, 1978, Jan. 12, 13, Feb. 16, 17, Mar. 16, 17, Apr. 20, 21, 1979	American Dental Hygienists' Association 211 East Chicago Avenue Chicago, Illinois 60611
Entrance Examination for Schools of Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request from schools.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Practical Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request from schools.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Health Related Technologies	Dec. 2, 1978, Feb. 3, Apr. 28, Aug. 4, 1979	The Psychological Corporation 304 East 45th Street New York, New York 10017

Testing Program	Administration Dates	For Further Information Write to:
Examination for the Certificate in Management Accounting Program	Dec. 13, 14, 15, 1978, June 13, 14, 15, 1979	Institute of Management Accounting 570 City Center Building Ann Arbor, Michigan 48104
Foreign Service Examination	Dec. 2, 1978	Board of Examiners for the Foreign Service U. S. Department of State Washington, D. C. 20520
Graduate Management Admission Test	Oct. 28, 1978, Jan. 27, Mar. 17, July 7, 1979	Educational Testing Service Box 966 Princeton, New Jersey 08541
Graduate Record Examinations	Oct. 21, Dec. 9, 1978, Jan. 13, Feb. 24, Apr. 28, June 9, 1979	Educational Testing Service Box 955 Princeton, New Jersey 08541
Graduate School Foreign Language Tests	Oct. 14, 1978, Feb. 3, Apr. 14, June 23, 1979	Educational Testing Service Princeton, New Jersey 08541
Heavy Duty Truck Mechanic Certification Tests	See Automotive Mechanic Certification Tests	
Law School Admission Test	Oct. 14, Dec. 2, 1978, Feb. 3, Apr. 21, June 23, 1979	Educational Testing Service Box 944 Princeton, New Jersey 08541
Medical College Admission Test	Sept. 30, 1978, Apr, 28, Sept. 15, 1979	Medical College Admission Test The American College Testing Program P. O. Box 414 Iowa City, Iowa 52240
Multistate Bar Examination	Feb. 28, July 25, 1979	National Conference of Bar Examiners Tate Hall University of Missouri Columbia, Missouri 65201
National Board of Podiatry Examinations	March 15, 16, 1979	National Board of Podiatry Examiners Race at 8th Street Philadelphia, Pennsylvania 19107
National Council of Architectural Registration Boards Professional Examination	Dec. 11, 12, 1978	National Council of Architectural Registration Boards 1735 New York Avenue, N. W. Washington, D. C. 20006

Testing Program	Administration Dates	For Further Information Write to:
National Council of Architectural Registration Boards Qualifying Test	June 12, 13, 1979	National Council of Architectural Registration Boards 1735 New York Avenue, N. W. Washington, D. C. 20006
National Council of Engineering Examiners Fundamentals of Engineering Examination	Nov. 2, 3, 4, 5, 1978, Apr. 5, 6, 7, 8, 1979	National Council of Engineering Examiners Box 5000 Seneca, South Carolina 29678
National Educational Development Tests	Oct. 10-21, 1978, Feb. 3-17, 1979	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
National Merit Scholarship Qualifying Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
National Occupational Competency Testing Program	Open Testing	National Occupational Competency Testing Institute 45 Colvin Avenue Albany, New York 12206
National Teacher Examinations	Nov. 11, 1978, Feb. 17, July 21, 1979	Educational Testing Service Box 911 Princeton, New Jersey 08541
Optician Association of America Examination	Winter–1978-79	Optician Association of America 1250 Connecticut Avenue, N. W. Washington, D. C. 20006
Optometry College Admissions Test	Nov. 4, 1978, Jan. 13, Mar. 17, 1979	The Psychological Corporation 304 East 45th Street New York, New York 10017
Pharmacy College Admissions Test	Nov. 11. 1978, Feb. 10, May 12, 1979	The Psychological Corporation 304 East 45th Street New York, New York 10017
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Oct. 24, 28, 1978	Educational Testing Service Box 589 Princeton, New Jersey 08541
Registration Examination for American Dietetic Association	Oct. 28, 1978, Apr. 28, Oct. 2[illegible] 1979	American Dietetic Association 430 N. Michigan Avenue Chicago, Illinois 60611

Testing Program	Administration Dates	For Further Information Write to:
Registration Examination for Medical Record Administrators	Oct. 7, 1978	American Medical Records Association 875 North Michigan Avenue Suite 1850 Chicago, Illinois 60611
Scholastic Aptitude Test	See College Entrance Examination Board Scholastic Aptitude Test	
Secondary School Admission Test	Dec. 9, 1978, Jan. 20, Mar. 3, Apr. 28, June 16, 1979	Educational Testing Service Box 922 Princeton, New Jersey 08541
Test of English as a Foreign Language	Sept. 23, Nov. 18, 1978, Feb. 10, Apr. 7, May 19, 1979	Educational Testing Service Box 899 Princeton, New Jersey 08541
Veterinary Aptitude Test	Given in the Fall. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Written Examination for Respiratory Therapists	Oct. 7, 1978, Mar. 3, 1979	National Board for Respiratory Therapy, Inc. 1900 West 47th Place Shawnee Mission, Kansas 66205

Test Reviews

• *Estes Attitude Scales;* Virginia Research Associates, Ltd.

Reviewed by David A. Payne, University of Georgia, in *Journal of Educational Measurement*, Fall 1977, Vol. 14, No. 3, 291-293.

• *Handbook of Diagnostic Inventories-Spelling, Writing, Handwriting and Arithmetic;* Allyn and Bacon.

Reviewed by Carlene Van Etten and Bill Watson in *Journal of Learning Disabilities*, March 1978, Vol. 11, No. 3, 155-156.

• *KeyMath Diagnostic Arithmetic Test;* American Guidance Services, Inc.

Reviewed by Carlene Van Etten and Bill Watson in *Journal of Learning Disabilities*, March 1978, Vol. 11, No. 3, 156-157

Planning Career Goals; CTB/McGraw-Hill.

Reviewed by Jacob G. Beard, Florida State University in *Measurement and Evaluation in Guidance*, April 1978, Vol. 11, No. 1, 57-59.

Survey of School Attitudes; The Psychological Corporation.

Reviewed by Juliet V. Miller, University of Michigan in *Measurement and Evaluation in Guidance*, April 1978, Vol. 11, No. 1, 54-57.

New References

Anderson, Scarvia B., Editor. *New Directions for Program Evaluation.* San Francisco: Jossey-Bass Inc., Publishers. Pp. 120, $15.00 per year for individuals, $25.00 per year for institutions.

A series of quarterly sourcebooks intended to keep professional evaluators up-to-date on the expanding role and dimensions of evaluation, new techniques, the development and application of professional standards, and other trends and innovations.

Anderson, Scarvia B. and Ball, Samuel. *The Profession and Practice of Program Evaluation.* San Francisco: Jossey-Bass Inc., Publishers, 1978, $12.95.

Provides evaluators with information and strategies necessary to a systematic and effective approach to their profession. The book is in three parts: Evaluation Practices, Ethics and Values in Evaluation, and the Future of Program Evaluation.

• Formanek, Ruth and Gurian, Anita. *Charting Intellectual Development: A Practical Guide to Piagetian Tasks.* Springfield, Illinois: Charles C. Thomas, 1976. Pp. 120, $10.50.

Included in this guide are a representative number of Piagetian tasks intended to reveal children's thinking strategies at different stages of cognitive development.

• Fremont, T. S., Seifert, D. M., and Wilson, J. H. *Informal Diagnostic Assessment of Children.* Springfield, Illinois: Charles C. Thomas Publisher, 1977, Pp. 176, $11.75.

Information and diagnostic techniques are presented for recognizing children who are experiencing psychological and educational deficits.

Gilbert, Joseph. *Interpreting Psychological Test Data. Volume I. Test Response Antecedent.* New York: Van Nostrand Reinhold Company, 1978. Pp. xv + 251.

A practical manual of interpretive data relating to the Bender-Gestalt, Human Figure Drawing, Wechsler Adult Intelligence Scale, and Rorschach Inkblot tests.

Gronlund, Norman E. *Constructing Achievement Tests, Second Edition.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977. Pp x + 150, $4.50.

A practical guide to planning and constructing achievement tests, including criterion-referenced tests.

Massad, Carolyn E., Ed. *Information for Assessment and Evaluation.* Princeton, New Jersey: Educational Testing Service, 1977. $5.50.

Under the title *Resource Notebook of Information for Assessment and Evaluation: Processes for T & E,* this volume was originally prepared as a guide to school boards, school administrators, and school teachers who were faced with the task of complying with New Jersey's Public Education Act of 1975. The guide covers goal setting, needs assessment, and program evaluation and describes and classifies 243 available tests.

Matthews, Martha and McCune, Shirley. *Complying with Title IX: Implementing Institutional Self-Evaluation.* Washington, D. C.: Resource Center on Sex Roles in Education, 1976, Pp. 141.

This handbook is designed to assist local education agencies in conducting institutional self-evaluation to ensure compliance with the requirements of the Title IX Regulation. It presents information, criteria, and procedures for implementing self-evaluation within nine areas: access to courses (general, physical education, vocational education), counseling, treatment of students, student marital and parental status, athletics, financial assistance, and employment.

Wildemuth, Barbara. *Test Anxiety: An Extensive Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement and Evaluation, December 1977. TM Report 65.

The first section of this bibliography provides abstracts of recent research. The second section lists only the citations for research conducted prior to 1970. An appendix describes several measures of test anxiety.

Valette, Rebecca. *Modern Language Testing, Second Edition.* New York: Harcourt Brace Jovanovich, Inc., 1977. Pp. xiv + 349, $6.95.

Intended as a handbook for classroom teachers of both modern foreign languages and English as a second language.

Competency Based Education. San Mateo, California: San Mateo Education Resources Center (SMERC), May 1977, Pp. 15.

This annotated bibliography lists documents and materials related to competency based education which were identified through a search of ERIC and other SMERC files. There is a separate section pertaining to tests.

Competency Based Education Sourcebook, Second Edition. Portland, Oregon: Northwest Regional Educational Laboratory, 1978, Pp. 560, $24.50.

This comprehensive guide lists and reviews available competency related resources in the following areas: identifying instructional outcomes, measuring outcome attainment, promoting instructional outcomes, and managing program operation.

Editing and Classifying Existing Test Items. Portland, Oregon: Northwest Evaluation Association, 1974. $13.00.

This learning package describes common flaws in and classification for test items.

Field Testing Test Items. Portland Oregon: Northwest Evaluation Association, 1974, $6.00.

A learning package for evaluation specialists describing procedures for field testing programs in their local situations.

A Guide to Identifying High School Graduation Competencies: Issues and Examples. Portland, Oregon: Northwest Regional Educational Laboratory, 1978. Pp. 144, $6.50.

A resource for state and local educational personnel, school board members and others concerned with the process of identifying, selecting, and adopting competencies which must be acquired by students prior to high school graduation.

Test Organization and Layout. Portland, Oregon: Northwest Evaluation Association, 1974. $9.50.

A learning package intended to help test writers and evaluation specialists increase their proficiency in test formating and construction.

Write Test Items for Content Reference Tests. Portland, Oregon: Northwest Evaluation Association, 1974. $16.00.

A learning package describing item writing procedures for test developers and evaluation specialists.

Summaries of Court Decisions on Employment Testing, 1968-1977. New York: The Psychological Corporation, 1978. Pp. viii + 222.

Compiled to provide the reader with a working knowledge of the major issues in test-related fair employment cases that have been heard since 1968.

Notes

The *Betty Crocker Search for the American Homemaker of Tomorrow* is no longer handled by Science Research Associates. A new publisher has not been identified.

Proceedings of the 1976 National Testing Conference, "Exploring Alternatives to Current Standardized Tests", are available. Papers by Jack C. Merwin, Richard C. Cox, Billye A. Slaughter, L. Wendell Rivers, Robert Glaser, and Nancy Cole are included. Contact the Division of Educational Development and Service, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

New Addresses

Jossey-Bass Inc., Publishers
433 California Avenue
San Francisco, California 94104

National Auxiliary Publications Service (NAPS)
Microfiche Publications
Division of Microfiche Systems Corporation
4 North Pearl Street "F"
Portchester, New York 10573

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin.*

ACT Assessment Program
P. O. Box 168
Iowa City, Iowa 52240

ACT Proficiency Program
P. O. Box 168
Iowa City, Iowa 52240

AICPA Testing Project Office
The Psychological Corporation
304 East 45th Street
New York, New York 10017

AIDS
South East Regional Resource Center
127 South Franklin
Juneau, Alaska 99801

Eugene C. Abraham
Associate Professor, Science Education
Temple University, Room 250,
Ritter Hall
Philadelphia, Pennsylvania 19122

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Academy of Certified Social Workers
National Association of Social
Workers, Inc.
1425 H Street, N. W.
Washington, D. C. 20005

Sam Adams
Department of Education
Louisiana State University
Baton Rouge, Louisiana 70803

Allyn and Bacon, Inc.
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

American Association for the Advancement of Science
1515 Massachusetts Avenue, N. W.
Washington, D. C. 20005

American Board of Obstetrics and Gynecology, Inc.
711 Stanton L. Young Boulevard
Room 203
Oklahoma City, Oklahoma 73104

American Board of Ophthalmology
8870 Towanda Street
Philadelphia, Pennsylvania 19118

American College of Life Underwriters
266 Bryn Mawr Avenue
Bryn Mawr, Pennsylvania 19010

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists' Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
430 N. Michigan Avenue
Chicago, Illinois 60611

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Medical Records Association
875 N. Michigan Avenue
Suite 1850
Chicago, Illinois 60611

American Occupational Therapy Association
6000 Executive Boulevard
Rockville, Maryland 20852

American Registry of Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405

Association for Operating Room Technicians, Inc.
1100 W. Littleton Boulevard
Littleton, Colorado 80120

BABEL Media Center
2168 Shattuck Avenue, Room 217
Berkeley, California 94704

BKR Educational Projects, Inc.
1790 S. W. 43rd Way
Fort Lauderdale, Florida 33314

Carl A. Backman
Elementary Education
The University of West Florida
Pensacola, Florida 32504

Ian Berg
Consultant Child Psychiatrist
7 Stone Rings Close
Harrogate, Yorkshire, England

Board of Examiners for the Foreign Service
U. S. Department of State
Washington, D. C. 20520

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

California State Department of Education
Sacramento, California 95814

Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62717

College Level Examination Program
Educational Testing Service
Box 592
Princeton, New Jersey 08541

Continuing Education Office
Western Michigan University
Kalamazoo, Michigan 49008

James W. Croake
Department of Psychiatry and Behavioral Sciences
University of Washington
Seattle, Washington

Dreier Educational Systems, Inc.
320 Raritan Avenue
Highland Park, New Jersey 08904

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08541

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P. O. Box 190
Arlington, Virginia 22210

Educational and Industrial Testing Service
P. O. Box 7234
San Diego, California 92107

Educational Studies Center for Adapted Physical Education
Department of Physical Education
California State University
5151 State University Drive
Los Angeles, California 90032

Educational Testing Service
Princeton, New Jersey 08541

Grune and Stratton, Inc.
111 5th Avenue
New York, New York 10003

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Institute of Management Accounting
570 City Center Building
Ann Arbor, Michigan 48108

The Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Interpretive Scoring Systems
A Division of National Computer Systems, Inc.
P. O. Box 1416
Minneapolis, Minnesota 55401

Jossey-Bass Inc., Publishers
433 California Avenue
San Francisco, California 94104

Linguametrics Group
P. O. Box 454
Corte Madera, California 94925

Medical College Admission Test
The American College Testing Program
P. O. Box 414
Iowa City, Iowa 52240

Dr. Walter Mientka
Executive Director, Annual High School Mathematics Examination
1026 Oldfather Hall
University of Nebraska
Lincoln, Nebraska 68508

James F. Miley
Coordinator for Gifted Programs
Dade County Public Schools
733 East 57th Street
Hialeah, Florida 33013

NFER Publishing Company Ltd.
Darville House
2 Oxford Road East
Windsor, Berks, SL4 1DF, England

National Auxiliary Publications Service (NAPS)
Microfiche Publications
Division of Microfiche Systems Corporation
4 North Pearl Street "F"
Portchester, New York 10573

National Board for Respiratory Therapy, Inc.
1900 West 47th Place, Suite 124
Shawnee Mission, Kansas 66205

National Board of Podiatry Examiners
Race at 8th Street
Philadelphia, Pennsylvania 19107

National Committee of Contact Lens Examiners
P. O. Box 32206
Washington, D. C. 20007

National Conference of Bar Examiners
Tate Hall
University of Missouri
Columbia, Missouri 65201

National Council of Architectural Registration Boards
1735 New York Avenue, N. W.
Washington, D. C. 20006

National Council of Engineering Examiners
Box 5000
Seneca, South Carolina 29678

National Occupational Competency Testing Institute
45 Colvin Avenue
Albany, New York 12206

Northwest Evaluation Association
Portland Public Schools
631 N. E. Clackamas Street
Portland, Oregon 97208

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

Optician Association of America
1250 Connecticut Avenue, N. W.
Washington, D. C. 20006

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Psych/Graphic Publishers
P. O. Box 28027
San Diego, California 92128

The Psychological Corporation
757 Third Avenue
New York, New York 10017

Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103

Resource Center on Sex Roles in Education
1201 Sixteenth Street, N. W., Room 701
Washington, D. C. 20036

San Mateo Education Resources Center
333 Main Street
Redwood City, California 94063

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

Pamela Rosen
Vol. 12, No. 2

April 1978

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

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Acquisitions

Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

• *ACER Word Identification Test;* c1972; Grades 1-4; Australian Council for Educational Research, Australia.

Designed to assess the child's word identification skills and to give the teacher some insight into the child's approach to reading.

APL Content Area Measures; c1977; Adults; American College Testing Program.

An objectives-based program designed to assess skills that are important to successful living in modern society. Each content area test focuses on the five skills: Identification of Facts and Terms, Reading, Writing, Computation, and Problem Solving.

Community Resources

Deals with the individual's ability to use recreational resources, informational resources, community services, and transportation systems and services.

Consumer Economics

Concerned with the individual's ability to plan family or individual budgets; use money, money substitutes, and financial services; apply principles of consumer economics when buying, selling, or leasing goods or services; understand economic factors involved in maintaining consumer goods; and understand marketing techniques and how they affect the individual and the economy.

Government and Law

Assesses the individual's understanding of the structure and functioning of the federal government, the relationship between individual citizens and the selection and maintenance of government, the relationship between individual citizens and the legal and penal systems, and the relationship between individual citizens and government services.

Health

Assesses whether the individual knows what is involved in seeking medical help, what personal habits promote good health, how to apply principles of health to planning and raising a family, and how to deal with potential hazards and accidents.

Occupational Knowledge

Assesses the individual's knowledge of how education, interests, and experience affect the kind of employment one can or should pursue; how to apply for a job; and how to maintain a job.

Academic Skills Self Assessment Survey by John Clarke, Simon Wittes, and Christopher Robles; c1977; College Freshmen; John Clarke.

A self-administered, diagnostic survey which enables students to assess their attainment of learning skills that are important to academic success. It yields three scores: Reading (speed, comprehension, and interpretation), Conceptualization (analytical and diagrammatic components), and Writing (word usage, sentence structure, punctuation, and research and writing).

Basic Mathematics Competency Test; 1974; Grades 7-8; Clark County School District.

Intended to diagnose student weaknesses in mathematics skills needed for survival in adulthood.

CB Knowledge Tests by Eui-Do Rim and Alan Coller; c1977; Adolescents and Adults; Evalutelic Systems and Products, Inc.

Designed to assess CB-related knowledge. The items deal with CB slang, equipment, history, ten-code, and FCC rules and regulations.

• *Clark County CRT Reading Test;* 1973; Grades 2-4; Clark County School District.

Designed to assess students' mastery of behavioral objectives listed in the Clark County School District *Reading Guide and Selected Multimedia* (1-12). Separate tests are provided at each grade level.

• *Clark County Mathematics Tests;* c1974; Grades 1-6; Clark County School District.

Designed to assess student mastery of behavioral objectives listed in the Clark County School District *Mathematics Curriculum Guide* (K-6). Separate tests are provided at each grade level.

• *Gallistel-Ellis Test of Coding Skills* by Elizabeth Gallistel and Karalee Ellis; c1974; Grades 1-6; Montage Press, Inc.

This criterion-referenced test measures the coding skills involved in reading and spelling. It assesses the child's ability to give the sounds for the various letters and clusters and, more importantly, the ability to recognize and spell words made up of these sounds. The words in the test are grouped into broad categories based on their phonic structure and linguistic pattern.

• *Hoffman Systems Approach to Reading;* c1975; Grades 1-6; Hoffman Educational Systems.

A diagnostic/instructional system that provides performance objectives, assessment tests, and instructional activities for each of the skills included in the system.

Decoding Assessment Kit

Assesses mastery of decoding skills including the ability to relate the letter sequence of words to their sound sequences and to apply these skills independently to the analysis of unknown words. Tests are provided at two levels of difficulty.

Comprehension Assessment Kit

Assesses mastery of skills involved in reading comprehension. Four major dimensions of the comprehension dimension are covered: Detail, Vocabulary, Inference, and Generalization. Tests are provided at three levels of difficulty.

• *Mathematics Management Placement Test;* 1975; Grades 3-6; Clark County School District.

Intended to aid the classroom teacher in identifying where a student should begin the *Mathematics Management System Diagnostic Step Tests.*

• *Mathematics Management System Diagnostic Step Tests;* 1975; Kindergarten–Grade 6; Clark County School District.

A series of 48 tests designed to help the classroom teacher identify and diagnose specific skills that students do not have. The items are concerned with six major areas of mathematics: Number, Numeration, Operations, Geometry, Measurement, and Problem-Solving.

• *Neale Analysis of Reading Ability: Braille Edition* by J. Lorimer; c1977; Ages 7-13; NFER Publishing Company, England.

Designed to provide measures of accuracy, comprehension, and rate in reading Braille as well as yielding diagnostic information.

• *Reading Management System Diagnostic Step Tests;* c1973-77; Grades 1-6; Clark County School District.

A series of 42 criterion-referenced tests which help the teacher identify and diagnose specific reading skills.

• *Reading Management System Placement Test;* c1973-75; Grades 1-6; Clark County School District.

Intended to aid the classroom teacher in identifying where a student should begin the Reading Management System Diagnostic Step Tests.

• *SWCEL-P Test of Oral English Production;* c1976; Kindergarten–Grade 8; Southwestern Cooperative Educational Laboratory Publishers.

Designed to evaluate oral proficiency in English in students from limited English or non-English-speaking backgrounds. Verbal responses to a series of stimuli are used to measure aspects of vocabulary, pronunciation, and syntactic construction.

• *Shutt Primary Language Indicator Test* (SPLIT) by D. L. Shutt; c1974; Ages 5-13; SPLIT.

Intended to determine the child's primary operational proficiency in English and Spanish. The test items were developed from familiar concepts within the Spanish culture and yet they represent the English skills required for normal functioning in the standard classroom.

• *Spanish Oral Proficiency Test;* 1971; Kindergarten–Grade 6; BABEL Media Center.

Designed to determine a child's oral proficiency in Spanish. The test consists of four parts: Oral Comprehension of Commands, Visual Oral Comprehension, Oral Comprehension of Common Verbs, and Oral Questions.

• *Wide-Span Reading Test* by Alan Brimer; c1972; Ages 7-15; Thomas Nelson and Sons Ltd., England.

This test of reading comprehension assesses the child's skills in decoding printed symbols into meaningful sounds of language, in fitting meanings to groups of sounds, and in construing the structural relationship of meanings in their total semantic and syntactical context.

• *Yardsticks;* c1975; Ages 6-12; Thomas Nelson and Sons, Ltd., England.

This series of criterion-referenced tests enables teachers to systematically check their pupil's progress in mathematics. The six separate levels in the series correspond to the first six levels of mathematics teaching. Each level is accompanied by a management guide that discusses the philosophy, administration, and use of the test and contains a comprehensive list of objectives for that level.

APTITUDE

Career Ability Placement Survey (CAPS) by Lila Knapp and Robert R. Knapp; c1976; Grades 9-16; Educational and Industrial Testing Service.

Designed to measure abilities keyed to entry requirements for the majority of jobs in each of 14 occupational clusters. Subtests are: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.

Checklist of Characteristics of Gifted and Talented Children by William B. Cummings; Not Dated; Grades 4 and Above; San Francisco Unified School District Programs for Mentally Gifted Minors.

A screening device intended to aid teachers in the identification and selection of students for inclusion in a gifted program.

• *Children's Word Finding Test: Revised* by Eva M. Pajurkova, R. Robert Orr, Byron P. Rourke, and M. Alan Finlayson; 1976; Ages 9-10; Byron P. Rourke.

A verbal problem-solving task which aids in the detection of chronic, left hemisphere lesions. The child is asked to determine the meaning of a nonsense word on the basis of the overall context of a sentence. Performance on the test distinguishes between normal and learning disabled children.

• *Drawing Completion Task* by Helen H. Davidson and Judith W. Greenberg; Not Dated; 8 Years and Above; Judith W. Greenberg.

Measures creativity and divergent production in an unstructured non-verbal context. The child's drawings are scored on seven dimensions: Originality, Popularity of Subject Matter, Spontaneous Flexibility, Asymmetry, Dynamism, Complexity, and Fit to Stimulus.

Micro-TOWER System of Vocational Evaluation; c1977; Adolescents and Adults; ICD Rehabilitation and Research Center.

The system consists of 13 work samples that measure aptitudes required by a variety of unskilled and semi-skilled jobs. The specific aptitude areas include motor, spatial, clerical perception, verbal, and numerical. The battery can be used with a wide variety of people with norms available for such groups as Spanish-speakers, physically disabled, mentally retarded, disadvantaged, ex-drug abusers, ex-alcoholics, and adult offenders.

• *The SORTS Test* by R. Hunt Riegel; c1976; Ages 5-10; Montage Press, Inc.

Assesses the kinds of relations a child generates between pictures of common items and, further, the relationship between the child's organizational strategy and his subsequent recall of the items. The child is classified according to his sorting score into one of four performance levels: Syncretic Strategies, Perceptual Strategies, Low Associative Strategies, and Superordinate and Categorical Strategies.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

Attitudes Toward Old Persons Scale (ATOP); 1962; Adults; J. R. Block.

Based on Kogan's original scale, the ATOP is designed to measure prejudicial or nonaccepting attitudes toward the aged.

Attitudes Toward Sex Roles Scale by Peggy Hawley; 1977; Grades 9-12 and Adults; Peggy Hawley.

A Likert-type scale that measures responses to commonly held notions of sex-role behavior along a continuum ranging from dichotomous to androgynous. A Spanish version is available.

Conformity Scale by Douglas S. Finlayson and Olive Banks; Not Dated; Ages 12-18; Douglas S. Finlayson, England.

Designed to identify pupils who might be considered dependent-prone, the scale measures the degree to which a pupil is likely to be influenced by social pressure and the expectations of others.

Evaluation Survey by Jo Renee Fine; 1977; Adults; Jo Renee Fine.

Developed to evaluate an in-service teacher-training program in non-sexist education, the survey elicits information on teachers' attitudes, behaviors, and knowledge concerning sexism. It consists of four parts: Opinions, The School, Language and Materials, and Facts.

Feminism Scales by Judy Dempewolff; c1972; College Students and Adults; Judy Dempewolff.

Designed to measure attitudes toward the aims of the women's movement which are defined as attempts to change the role and status of women toward equality with men.

Jackson Vocational Interest Survey by Douglas N. Jackson; c1977; Grades 9-16 and Adults; Research Psychologists Press, Inc.

Designed to assess basic interests relevant to vocational and educational counseling and career planning. The survey yields scores on 34 basic interest scales reflecting both work roles and work styles.

Opinionnaire on Special Class Students by Joseph B. Sheare; c1974; Grades 7-12; Joseph B. Sheare.

Designed to study and compare attitudes of regular-class students toward students in special classes.

• *Peer Acceptance Rating Scale* by Joseph B. Sheare; c1973; Ages 7-12; Joseph B. Sheare.

Provides a means for students to indicate their feelings toward each of their fellow classmates.

Pupil Perceptions Questionnaire I by Douglas S. Finlayson, Olive Banks, and J. L. Loughran; c1970; Ages 12-18; NFER Publishing Company, England.

Elicits pupils' perceptions of the organizational structure of the classroom and the school as a whole. The questionnaire consists of two scales: Pupil Participation and Integration relates to pupil behavior; Promotion of Individual and Social Experience refers to teacher behavior.

Pupil Perceptions Questionnaire II by Douglas S. Finlayson; c1970; Ages 12-18; NFER Publishing Company, England.

Elicits pupils' perceptions of certain aspects of the behavior of their teachers and their peers in the school. Two scales relate to pupil behavior (Task Orientation, Emotional Tone) and two scales relate to teacher behavior (Concern, Social Control).

Questionnaire on Parent and Educator Knowledge of and Attitudes Toward Sexism and the Law by Clyde Powell and Barbara Mullally; 1977; Adults; Barbara Mullally.

Developed to investigate parent and educator knowledge of and attitudes toward sexism and the law. The questionnaire covers: facts on sexism, women who have contributed to women's equity, Title IX, content analysis of sex bias in materials, adjectives characterizing males, females or either, and attitudes toward sex roles.

RBS Career Education Evaluation Package; 1976; Grades 9-12 and Adults; Research for Better Schools, Inc.

This series of instruments are intended for use in various aspects of evaluating programs similar to RBS Career Education, including student diagnosis, program planning, and demonstration of program effects.

Assessment of Student Attitudes Toward Learning

Elicits students' attitudes toward learning environments, both traditional and non-traditional. The four subscales deal with attitude toward: Education in General, School Curriculum, School Resources, and School Counseling.

Community Participant Opinion Survey

Designed to measure community participant opinions concerning educational programs similar to RBS Career Education. The survey covers, various program elements, program benefits, and comparisons of the program to standard curricular offerings.

Parent Opinion Survey

Measures attitudes and opinions of parents of students enrolled in career education programs similar to RBS Career Education. The survey is concerned with various program elements, program benefits, and comparisons of the program to standard curricular offerings.

Student Attitude Survey

Designed to measure students' attitudes toward school, work, self, and others. The survey consists of four subscales: Attitudes Toward Learning Environments (education in general, curriculum, resources, counseling), Attitudes Related to Careers (knowledge, planning), Acceptance of Self, and Acceptance of Others.

Student Opinion Survey

Measures students' opinions concerning career education programs similar to RBS Career Education. The survey deals with various program elements, program benefits, and comparisons of the program to standard curricular offerings.

Students Demographic Data Questionnaire

Designed to collect information on background and demographic characteristics of students and their parents and on the students' career plans.

Revised Math Attitude Scale by Lewis R. Aiken;* 1961; Grades 13-16; Robert H. Davis.

Designed to elicit students' positive and negative attitudes toward mathematics.

*Included in: Aiken, L. R. "Personality Correlates of Attitude Toward Mathematics". *Journal of Educational Research*, 1963, Vol. 56, No. 9, 476-480.

School Checklist for Racism and Sexism; c1977; Adults; Council on Interracial Books for Children, Inc.

Developed to increase the user's awareness of the many forms of racism and sexism in education. The items deal with seven areas that may need change or improvement: Community, School Board, Administration, Teachers, Guidance, Students, and Curriculum.

• *Self-Appraisal Scale* by Helen H. Davidson, and Judith W. Greenberg; Not Dated; Ages 8-14; Judith W. Greenberg.

A rating scale designed to measure personal and academic self-concepts.

• *Semantic Differential Scale: Achievement-Related Concepts* by Helen H. Davidson and Judith W. Greenberg; Not Dated; Ages 8-16; Judith W. Greenberg.

Designed to measure meanings children attach to and their attitude toward certain significant concepts and persons that may be related to their school achievement. Each of six concepts (mother, father, teacher, me, reading, and school work) are rated on twelve 5-point bipolar adjective scales.

Sex Attribution Questionnaire by Roger P. Greenberg and Peter B. Zeldow; circa 1975; Adults; Roger P. Greenberg.

Designed to assess the degree to which respondents attribute the actions of men and women to their gender.

Sex Role Ideology and Family Orientation Scale by Shirley S. Angrist, Richard Mickelsen, and Anthony N. Penna; 1976; Grades 9-12; Shirley S. Angrist.

Designed to assess students' attitudes toward sex roles and the family as an institution, the scale can be used to evaluate the effectiveness of programs designed to reduce traditional stereotypic attitudes.

• *Test of Caution* by Helen H. Davidson and Judith W. Greenberg; Not Dated; Ages 9-14; Judith W. Greenberg.

Measures cautiousness as an aspect of cognitive control in a school-related task. Cautiousness is defined as the child's capacity to withhold checking an item if he does not know the correct answer.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

Ann Arbor Learning Inventory by Waneta B. Bullock and Barbara Meister; c1977; Grades 4-6; Ann Arbor Publishers.

Aids teachers in determining each student's task competencies and deficiencies, understanding the nature of these deficiencies, and selecting the appropriate learning program. The following skills are evaluated: Visual Discrimination, Visual Motor Coordination, Sequential Memory, Auditory, and Comprehension.

• *Autism Performance Scale* by Donald T. Saposnek; 1972; Ages 2.5 and Above; Donald T. Saposnek.

Designed to measure degree of autistic withdrawal. The scale consists of 11 behavioral categories which are rated before and after a treatment procedure.

• *Berson Index of Lateral Dexterity* by Janet S. Berson; 1973; Ages 5-8; Janet S. Berson.

The child completes the drawing tasks first with his preferred hand and then with non-preferred hand. Results indicate relative degree of skill between the two hands rather than merely hand preference.

• *Career Education Needs Assessment: Students* by Arvin C. Blome and Glen D. Rask; c1975; Kindergarten–Grade 12; Olympus Publishing Company.

Designed to help determine students' awareness levels and needs relative to career education. The results are intended for use in program planning only. Tests are provided at three levels.

Kindergarten–Grade 3

This oral interview consists of three parts: Occupational Awareness, Community Awareness, and Attitudes and Self-Development.

Grades 4–6

The questionnaire is in three parts: Occupational Awareness, Attitudes and Self-Awareness, and Career Development.

Grades 7–12

Part I of this questionnaire deals with occupational exploration while Part II is concerned with career guidance and development.

Career Education Needs Assessment: Teachers and Administrators by Arvin C. Blome and Glen D. Rask; c1975; Adults; Olympus Publishing Company.

Designed to aid in the development of a career education program based on the needs of the personnel involved. The questionnaire elicits information regarding staff's attitude, experience, and skills which are important to the implementation of a program.

Categorizing Teacher Behavior by Richard C. Pugh, Gordon Goodwin, and David Gliessman; 1976; Adults; Audio-Visual Center.

Developed to measure acquisition of the set of concepts portrayed in the *Concepts and Patterns in Teacher-Pupil Interaction* film series. The teacher is asked to identify and categorize instances of the specified concepts as they are depicted in rather complex filmed classroom interactions. The concepts are: probing and informing, approving and disapproving, and productive and reproductive questioning.

• *Developmental Activities Screening Inventory* (DASI) by Rebecca F. DuBose and Mary Beth Langley; c1977; 6 Months–5 Years; Teaching Resources Corporation.

A non-verbal, informal screening measure which provides for the early detection of developmental disabilities. The 55 test items assess a variety of developmental skills, including fine motor, coordination, cause-effect and means-end relationships, association, number concepts, size discrimination, and seriation. DASI can be adapted for use with visually impaired children.

Guidelines for Assessing Sexism in School and Classroom Practices by Judith G. Zamost and Sylvia D. Feldman; 1976; Adults; Office of Equal Educational Opportunity.

Developed to assist New Jersey school districts in assessing their affirmative action programs. Guidelines are grouped into seven areas: school practices which deal with sex stereotyping, textbook and materials evaluation, counseling opportunities, pregnancy or related conditions, in-service training, physical education, and equal opportunity for both sexes in team sports.

Potential for Foster Parenthood Scale by John Touliatos and Byron W. Lindholm; Not Dated; National Foster Parent Association.

Designed to aid caseworkers in the evaluation of applicants for foster parenthood. The items are organized into nine clusters: Health, Employment and Income, Time, Opportunities for Cultural and Intellectual Development, Opportunities for Religious and Spiritual Development, Marriage, Ability and Motivation, Flexibility, Working with the Agency and the Child's own Parents.

• *Pupil-Perceived Needs Assessment Package* by Hsuan L. DeLorme, Michael D. Marvin, Alan R. Harrod, and Sanford Temkin; 1975; Grades 3 and Above; Research for Better Schools, Inc.

A multi-media package to aid school personnel in the design and implementation of an assessment of school needs as perceived by pupils.

• *Pupil Record of Educational Behavior: Spanish Edition* by Ruth Cheves; c1975; Preschool–Grade 3; Teaching Resources Corporation.

A diagnostic aid for evaluating a pupil's level and pattern of functioning along developmental dimensions. The record consists of a progression of increasingly difficult tasks within four areas: Visual-Motor Perception, Auditory Perception, Language Development, and Mathematical Concepts.

• *Santa Clara Inventory of Developmental Tasks;* c1974; Preschool–Age 7; Richard L. Zweig Associates.

Designed to screen a child's development within eight skill areas: Motor Coordination, Visual Motor Performance, Visual Perception, Visual Memory, Auditory Perception, Auditory Memory, Language Development, and Conceptual Development.

• *Screening Test of Auditory Perceptual Abilities* by R. Ramon Kohler; 1967; Grades 1-6; R. Ramon Kohler.

This individually-administered test of auditory abilities is divided into six subtests: Auditory Word Analysis; Auditory Word Synthesis; Memory for Digits, Nonsense Syllables, and Sentences; Pitch and Loudness Match; Discrimination of Sounds, Words, Pitch, Loudness, and Rhythm; and Resistance to Noise.

• *Tests of Group Learning Skills: Experimental Edition* by Michael A. Watson; c1976; Ages 3-11; Educational Activities, Inc.

Measures eight basic information processing skills that are essential to academic performance: Visual-Motor, Visual-Memory, Visual Discrimination, Visual Association, Auditory Memory, Auditory Discrimination, Auditory Association, and Auditory-Visual Association.

• *Visual Synthesis Test* by Judith W. Greenberg; Not Dated; Ages 4-7; Judith W. Greenberg.

A series of tasks assessing the ability to recognize a whole geometric figure after the parts have been shown and then removed.

• *Woodcock-Johnson Psycho-Educational Battery* by Richard W. Woodcock and M. Bonner Johnson; c1977; Ages 3-80; Teaching Resources Corporation.

This battery provides a comprehensive overview of learning aptitudes, scholastic achievement, cognitive ability, and interest level for purposes of diagnosis and instructional planning. The 27 tests are divided into three major parts. Part 1–Tests of Cognitive Ability consists of a variety of tests ranging from measures of basic perceptual skills and memory to tests of complex symbolic and verbal reasoning. Part 2–Tests of Achievement includes subtests in reading, mathematics, written language, and academic knowledge. Areas covered by Part 3–Tests of Interest Level includes mathematics, reading, written language, social activities, and physical activities. The battery can be administered to meet specific needs.

Announcements Received

Assessment of Skills in Computation; c1978; Grades 7-9; CTB/McGraw-Hill.

Assesses ability to handle computational problems typically encountered in school, home, and community situations. The test diagnoses needs and provides instructional prescriptions for remediation in each area of need.

• *Bruininks-Oseretsky Test of Motor Proficiency* by Robert H. Bruininks; c1978; Ages 4.5-14.5; American Guidance Service, Inc.

An individually-administered measure of eight areas of motor proficiency: running speed and agility, balance, bilateral coordination, strength, upper-limb coordination, response speed, visual-motor control, and upper-limb speed and dexterity.

• *Extended Merrill-Palmer Scale* by Rachel Stutsman, Philip Merrifield, and Leland H. Stott; Ages 3-5; Stoelting Company.

A measure of intelligence consisting of 16 tasks that differentiate four dimensions of the child's thought processes: Semantic Production, Figural Production, Semantic Evaluation, and Figural Evaluation.

• *Griffiths Mental Development Scales* by Ruth Griffiths; Birth–8 Years; Western Psychological Services.

A measure of intelligence consisting of structured observation and performance tasks. Scale 1 covers years 0-2 with five subscales: Locomotor, Personal-Social, Hearing and Speech, Eye and Hand, and Performance. Scale 2 covers years 2-8 with the same five subscales plus Practical Reasoning.

• *Hutt Adaptation of the Bender Gestalt Test: Third Edition* by Max L. Hutt; c1977; Grune & Stratton, Inc.

This revision provides revised norms for a variety of psychiatric groups, new norms for children, and an extensive review of the clinical and research literature.

• *Kerby Learning Modality Test* by Maude L. Kerby; Ages 5-11; Western Psychological Services.

Screens children's strengths and weaknesses in the three primary learning modalities. A variety of work samples are arranged into 8 subtests: Visual and Auditory Discrimination, Visual and Auditory Closure, Visual and Auditory Memory, and Visual and Auditory Motor Coordination.

• *Light's Retention Scale* by H. Wayne Light; Kindergarten–Grade 12; Academic Therapy Publications.

Intended to aid teachers and school psychologists in determining whether a student with poor marks should be retained in grade for another year or promoted.

• *McCarthy Screening Test* by Dorothea McCarthy; c1970-78; Ages 4-6.5; The Psychological Corporation.

Includes seven component scales, drawn from the *McCarthy Scales of Children's Abilities* that are predictive of a child's ability to cope with school-work in the early grades. The scales are Puzzle Solving, Verbal Memory, Right-Left Orientation, Leg Coordination, Draw-A-Design, Numerical Memory, and Conceptual Grouping.

• *Metropolitan Achievement Tests: 1978 Edition* by Irving H. Balow, Roger Farr, Thomas P. Hogan, and George A. Prescott; c1977-78; Kindergarten–Grade 12.9; The Psychological Corporation.

An integrated system consisting of two major parts. A battery of norm-referenced tests provides measures of Reading Comprehension, Mathematics, Language, Social Studies, and Science. An Instructional Component consists of three criterion-referenced series in Reading, Mathematics, and Language.

• *Otis-Lennon School Ability Test* by Arthur S. Otis and Roger T. Lennon; c1978; Kindergarten–Grade 12; The Psychological Corporation.

A fully revised edition that was standardized concurrently with the *Metropolitan Achievement Tests: 1978 Edition.*

Performance Assessment in Reading (PAIR); c1978; Grades 7-9; CTB/McGraw-Hill.

Enables early identification of learner needs in basic reading skills and provides instructional prescriptions referenced to those skills.

• *Personality Inventory for Children* by Robert D. Wirt, David Lachar, James E. Klinedinst, Philip D. Seat, and William E. Broen, Jr.; Ages 3-16; Western Psychological Services.

Parent's responses to 600 questions yield scores on 16 primary scales and 17 supplemental scales.

• *Pre-Academic Learning Inventory* by Mildred H. Wood and Fay M. Layne; Kindergarten–Grade 1; Academic Therapy Publications.

Provides diagnostic information concerning nine developmental, conceptual, and coordination skill areas necessary for achievement at early grade levels.

• *Prescriptive Reading Performance Test* by Janet B. Fudala; Preschool–Adults; Western Psychological Services.

Graded word lists are used to quickly identify reading levels from prereading readiness through adult level.

• *Quick Neurological Screening Test: Revised Edition* by Harold M. Sterling, Margaret Mutti, and Norma V. Spalding; Kindergarten–Grade 12 and Adults; Academic Therapy Publications.

The tasks comprising this screening device tap 15 areas of neurological integration as they relate to learning.

• *Smith-Johnson Nonverbal Performance Scale* by Alathena J. Smith and Ruth E. Johnson; Ages 2-4; Western Psychological Services.

A nonverbal instrument developed to evaluate the developmental level of both hearing impaired and normal children.

• *Southern California Postrotary Nystagmus Test* by A. Jean Ayres; Ages 5-9; Western Psychological Services.

A standardized procedure to evaluate the normalcy of the duration of nystagmus following rotation as an indicator of disorders in the vestibular system.

• *Test of Auditory Analysis Skills* by Jerome Rosner; Kindergarten–Grade 3; Academic Therapy Publications.

Determines if a child has sufficiently developed skills in processing sequences of syllables and sounds within words he hears and uses.

Test of Performance in Computational Skills (TOPICS); c1977-78; Grades 10-12; CTB/McGraw-Hill.

A proficiency test measuring minimum competencies in computational skills that students will need when they enter adult life.

• *Test of Visual Analysis Skills* by Jerome Rosner; Kindergarten–Grade 3; Academic Therapy Publications.

Identifies those children who need remediation in perceiving the visual perceptual relationships necessary for integrating letter and word shapes.

• *Tests of Basic Experiences: Second Edition* (TOBE 2) by Margaret H. Moss; c1978; Preschool–Grade 1; CTB/McGraw-Hill.

Measures how well children's experiences and concept acquisition have prepared them for participation in classroom instruction. It consists of two overlapping levels each of which includes four tests: Language, Mathematics, Science, and Social Studies.

• *Visual Aural Digit Span Test* by Elizabeth M. Koppitz; c1977; Ages 5.5-12; Grune & Stratton, Inc.

A diagnostic tool designed to identify dysfunction in intersensory integration, sequencing, and recall.

• *Wachs Analysis of Cognitive Structures* by Harry Wachs and Lawrence J. Vaughan; Ages 3-6; Western Psychological Services.

A non-verbal, culture fair inventory based on Piaget's theories of measuring cognitive development in terms of body and sense thinking. Tasks are grouped into four areas: Identification of Objects, Object Design, Graphic Design, and General Movement.

Writing Skills Test; c1978; Grades 9-12; CTB/McGraw-Hill.

A competency test that assesses the application of writing or composition skills to everyday situations.

Test Reviews

Career Development Program; Science Research Associates, Inc.

Reviewed by Fred H. Borgen, Iowa State University, in *Measurement and Evaluation in Guidance*, 1978, Vol. 10, No. 4, 244-247.

Career Planning Program, Grade 8-11; Houghton Mifflin Company, Inc.

Reviewed by William A Mehrens, Michigan State University, in *Measurement and Evaluation in Guidance*, 1977, Vol. 10, No. 3, 185-189.

Pictorial Inventory of Careers; Educators Assistance Institute.

Reviewed by Bert W. Westbrook, North Carolina State University, in *Measurement and Evaluation in Guidance*, 1978, Vol. 10, No. 4, 243-244.

Vocational Interest, Experience, and Skill Assessment; Houghton Mifflin Company, Inc.

Reviewed by William A. Mehrens, Michigan State University, in *Measurement and Evaluation in Guidance*, 1977, Vol. 10, No. 3, 185-189.

New References

Allen, Robert M. *Student's Rorschach Manual, Revised Edition.* New York: International Universities Press, Inc., 1977, $15.00.

A standard textbook for beginners on the basics of administering, scoring, and interpreting the *Rorschach Inkblot Test.*

Anastasi, Anne. *Psychological Testing, Fourth Edition.* New York: The Psychological Corporation, 1976. Pp. 764, $17.25.

Applies basic measurement theory to problems of choosing a test and using it correctly.

Bunda, Mary Ann, Editor. *Evaluation Bibliography.* Kalamazoo, Michigan: Evaluation Center, Western Michigan University, Nov. 1976. Pp. 57, $3.00.

A comprehensive bibliography of references in the area of evaluation.

Childs, Roy. *Norm Referenced Testing and the Standard Scores.* Windsor, Berks: NFER Publishing Company, Ltd., 1977. Pp. 11.

Discusses the uses and limitations of standard scores.

Cronbach, Lee J., Deken, Joseph E., and Webb, Noreen. *Research on Classrooms and Schools: Formulation of Questions, Design, and Analysis.* Stanford, California: Stanford Evaluation Consortium, July 1976. $4.00.

Eichinger, Debra S. *Essay Tests: An Annotated Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, October 1977, Pp. 24.

Compiled to provide information on the uses and problems of essay examinations.

Gambrill, Eileen D. *Behavior Modification: Handbook of Assessment, Intervention, and Evaluation.* San Francisco: Jossey-Bass Publishers, 1977. Pp. xxii + 1231, $29.95.

This comprehensive handbook focuses on three major phases of behavior modification: assessment, intervention, and evaluation.

Greenbaum, William. *Measuring Educational Progress: A Study of the National Assessment.* New York: McGraw-Hill Book Company, 1977. Pp. xv + 238, $11.50.

A comprehensive study of the National Assessment of Educational Progress.

• Kaufman, Alan S. and Kaufman, Nadeen L. *Clinical Evaluation of Young Children with the McCarthy Scales.* New York: Grune & Stratton, Inc., Pp. 285, $16.50.

Presents systematic guidelines for interpreting the *McCarthy Scales of Children's Abilities* and for integrating the findings with children's scores on other tests.

Maas, Frank and Randall, Beverly. *Australian Item Bank Program: Social Science.* Hawthorn, Victoria: Australian Council for Educational Research, 1977.

A collection of multiple-choice items classified according to topic, skills, and facility.

Milton, Ohmer and Edgerly, John W. *The Testing and Grading of Students.* New Rochelle, New York: Change, 1977. Pp. 62, $2.95.

Focuses on crucial issues in classroom testing and student evaluation.

Neufeld, Richard W. J. *Clinical Quantitative Methods.* New York: Grune & Stratton, Inc., 1977. Pp. 208, $14.50.

Discusses application of various quantitative and statistical methods to the clinical setting.

Nyitray, Margot. *Using Achievement Test Scores to Allocate Title I Funds.* Washington, D.C.: National Institute of Education, September 1977. Pp. 68.

This report describes the implications of using achievement test scores to allocate Title I funds to states and school districts.

Phillips, D. C. and Sanders, Nancy. *Problems in Rational and Responsible Use of Evaluations.* Stanford, California: Stanford Evaluation Consortium, July 1977. Pp. 24, $1.00.

Discusses the responsible use of evaluation results by those in decision-making positions.

Smith, Jeffrey K. *Perspectives on Mastery Learning and Mastery Testing.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, TM Report 63, 1977. Pp. 27.

Discusses mastery learning, its implementation and impact, and examines the emerging field of mastery testing.

Thorndike, R. L. and Hagen, Elizabeth. *Measurement and Evaluation in Psychology and Education, Fourth Edition.* New York: The Psychological Corporation, 1977. Pp. 693, $17.50.

Provides a foundation of basic concepts of testing and guidance, and illustrates their application to problems in schools, counseling, and personnel work.

Williams, K. L., Parks, B. J., and Finley, C. J. *Measures of Educational Equity for Women: A Research Monograph.* Palo Alto, California: American Institutes for Research, September 1977.

Intended to help the WEEAP project director or educator select and use appropriate measurement instruments, the monograph describes 61.

Counseling From Profiles: A Casebook for the Differential Aptitude Tests, Second Edition. New York: The Psychological Corporation, 1977. Pp. 105.

Intended to aid users of the DAT, this casebook consists of a number of case histories with appropriate comments.

Scoring and Reporting Services

List reports or punched cards with Normal Equivalent scores can be provided for: *Stanford Achievement Test: 1973 Edition, Stanford Early School Achievement Test: Level II, Stanford Diagnostic Reading Test: 1976 Edition, Stanford Diagnostic Mathematics Test: 1976 Edition,* and both 1970 and 1978 editions of the *Metropolitan Achievement Tests.*

Notes

The American Projective Drawing Institute is offering two workshops: *Basic*, July 24–26 and *Advanced and Case Seminar*, July 26–28.

The *Prescriptive Reading Inventory* and the *Diagnostic Mathematics Inventory* were correlated with the *California Achievement Tests: Form C* so that national norms can be reported from administering either of these criterion-referenced tests.

An optional Reading Readiness Report of Skill Mastery is available to users of the *California Achievement Test: Form C, Level 10.* The report indicates each student's degree of readiness for beginning formal reading instruction.

Special Editions of the *Stanford Achievement Test: 1973 Edition* are available for Visually Handicapped from American Printing House for the Blind and for Hearing Impaired from Gallaudet College.

Spring norms are available for *Stanford Test of Academic Skills* (TASK), *Stanford Diagnostic Mathematics Test: 1976 Edition*, and *Stanford Diagnostic Reading Test: 1976 Edition.*

The Psychological Corporation no longer distributes any materials for the *Strong Vocational Interest Blank for Men* or *for Women.*

New Publishers

Evalutelic
Systems and Products, Inc.
CB Test
P. O. Box 191
Stratford, New Jersey 08084

National Foster Parent Association
P. O. Box 16523
St. Louis, Missouri 63105

New Address

NFER Publishing Company, Ltd.
Darville House
2 Oxford Road East
Windsor, Berks, SL4 1DF, England

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin.*

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

The American College Testing Program
P. O. Box 168
Iowa City, Iowa 52240

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Institutes for Research in the Behavioral Sciences
P. O. Box 1113
Palo Alto, California 94302

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

American Projective Drawing Institute
381 West End Avenue
New York, New York 10024

Shirley S. Angrist
School of Urban and Public Affairs
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213

Ann Arbor Publishers
P. O. Box 388
Worthington, Ohio 43085

Audio-Visual Center
Indiana University
Bloomington, Indiana 47401

Australian Council for Educational Research
Frederick Street
Hawthorn E.2
Victoria, Australia

BABEL Media Center
1033 Heinz Street
Berkeley, California 94710

Janet S. Berson
Philadelphia Child Guidance Clinic
34th and Civic Center Boulevard
Philadelphia, Pennsylvania 19104

J. R. Block
Executive Director for Research and Resource Development
Hofstra University
Hempstead, New York 11550

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Change Magazine
NBW Tower
New Rochelle, New York 10801

Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89121

John H. Clarke
Instructional Development Center
The University of Vermont
Nolin House
Burlington, Vermont 05401

Council on Interracial Books for Children, Inc.
1841 Broadway
New York, New York 10023

Robert H. Davis
Director, Educational Development Program
Michigan State University
17 Morrill Hall
East Lansing, Michigan 48824

Judy Dempewolff
34 Cottage Street
Natick, Massachusetts 01760

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P. O. Box 190
Arlington, Virginia 22210

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Educational and Industrial Testing Service
P. O. Box 7234
San Diego, California 92107

Educators Assistance Inventory
Subsidiary of System Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406

Evaluation Center
Western Michigan University
Kalamazoo, Michigan 49008

Evalutelic Systems and Products, Inc.
CB Test
P. O. Box 191
Stratford, New Jersey 08084

Jo Renee Fine
35 Perry Street
New York, New York 10014

Douglas S. Finlayson
Senior Lecturer in Education Research
The University of Liverpool
19023 Abercromby Square,
P. O. Box 147
Liverpool, England L69 3BX

Gallaudet College
Office of Demographic Studies
Washington, DC 20002

Judith W. Greenberg
The City College
Convent Avenue and 138th Street
New York, New York 10031

Roger P. Greenberg
State University of New York
Upstate Medical Center
Syracuse, New York

Grune & Stratton, Inc.
111 5th Avenue
New York, New York 10003

Peggy Hawley
Coordinator of Graduate Programs and Research, School of Education
San Diego State University
5402 College Avenue
San Diego, California 92115

Hoffman Educational Systems
4423 Arden Drive
El Monte, California 91731

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

ICD Rehabilitation and Research Center
Microtower (Research)
Institute for the Crippled and Disabled
340 East 24th Street
New York, New York 10010

International Universities Press, Inc.
239 Park Avenue South
New York, New York 10003

Jossey-Bass Inc., Publishers
615 Montgomery Street
San Francisco, California 94111

Ramon Kohler
Department Head
Department of Speech Pathology and Audiology
University of Wyoming
Box 3311—University Station
Laramie, Wyoming 82071

McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Montage Press, Inc.
P. O. Box 4322
Hamden, Connecticut 06514

Barbara Mullally
Project ASPIRE
Livonia Public Schools
Livonia, Michigan 48154

NFER Publishing Company Ltd.
Darville House
2 Oxford Road East
Windsor, Berks, SL4 1DF, England

National Auxiliary Publications Service (NAPS)
Microfiche Publications
Division of Microfiche Systems Corporation
440 Park Avenue South, 6th Floor
New York, New York 10016

National Foster Parent Association, Inc.
P. O. Box 16523
St. Louis, Missouri 63105

National Institute of Education
1200 19th Street, NW
Washington, DC 20208

Office of Equal Educational Opportunity
New Jersey State Department of Education
225 West State Street
P. O. Box 2019
Trenton, New Jersey 08625

Olympus Publishing Company
Two Olympus Plaza
1670 E. 13th South
Salt Lake City, Utah 84105

The Psychological Corporation
757 Third Avenue
New York, New York 10017

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

Research Psychologists Press, Inc.
P. O. Box 984
Port Huron, Michigan 48060

Richard L. Zweig Associates, Inc.
20800 Beach Boulevard
Huntington Beach, California 92648

Byron P. Rourke
Department of Psychology
University of Windsor
Windsor, Ontario, Canada N9B 3P4

SPLIT
P. O. Box 315
Flagstaff, Arizona 86001

San Francisco Unified School District Programs for Mentally Gifted Minors
San Francisco, California

Donald T. Saposnek
Pediatric Treatment Center
290 Pioneer Street
Santa Cruz, California 95060

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Joseph B. Sheare
Staff Development Institute
Fairfax County Public Schools
6421 Meriwether Lane
Springfield, Virginia 22150

Southwestern Cooperative Educational Laboratory
1404 San Mateo Boulevard, S. E.
Albuquerque, New Mexico 87108

Stanford Evaluation Consortium
Education Building
Stanford University
Stanford, California 94305

Stoelting Company
1350 South Kostner
Chicago, Illinois 60623

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

Thomas Nelson & Sons Ltd.
Department of Measurement and Guidance
Lincoln Way, Windmill Road
Sunbury-on-Thames, Middlesex TW16 7HP, England

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

Pamela Rosen, Editor
Vol. 12, No. 1

January 1978

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

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Educational Testing Service
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Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

• *Analytical Reading Inventory* by Mary Lynn Woods and Alden J. Moe; c1977; Grades 2-9; Charles E. Merrill Publishing Company.

An informal reading inventory that is used individually to enable the classroom teacher or reading specialist to identify the student's general level of word recognition, strengths and weaknesses in word attack skills, independent, instructional, and frustration reading levels, listening level, and to examine performance in oral and silent reading and comprehension strategies.

Basic Word Vocabulary Test by Harold J. Dupuy; c1975; Grades 4 and Above; Dreier Educational Systems.

This test is designed to measure an individual's vocabulary development. It yields both criterion-referenced and normed scores including Grade Level Score, Grade Expectancy Score, Percentile Score, Vocabulary Development Quotient Score, and Vocabulary Age Score.

Brill Educational Achievement Test for Secondary Age Deaf Students by Richard G. Brill; c1977; Ages 15-18; Joyce Media Inc.

Assesses deaf students' achievement in Social Studies, Science and Health, Government-Civics, and Math. Scores indicate students' standing relative to other deaf secondary students.

• *Language Arts Inventory*; Not Dated; Preschool; Fargo Public Schools.

Part of the Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children, the test covers: Animals, Geometric Shapes, Size, Color, Visual Memory, Auditory Memory, Tactile, Rhyming Sounds, Transportation Vehicles, Community Helpers, Objects by Use, Classification, Alike and Different, Spatial Position, Auditory Association, Visual Sequencing, and Logical Conclusions.

• *Mathematics Inventory*; Not Dated; Preschool; Fargo Public Schools.

Used in the Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children, the test covers: Equivalent Sets, Number Recognition Without Counting, Least, Most, Half, Count, Adding, Subtracting, and Money Identification.

Measurement of Counselor Competencies: A Self-Assessment by Robert R. Percival, John W. Dahm, and Joseph D. Dameron; c1973; Adults; Dallas Educational Services.

Provides a method for counselors to assess themselves in terms of the competencies necessary for the adequate performance of roles and functions of a counselor. Items are provided in the following areas: Counseling, Coordination, Consultation, and Organization and Evaluation. The counselor rates himself on each item in terms of competency level, interest level, frequency, and demands (pupil, patron, and professional).

• *Reynell Developmental Language Scales: Revised* by Joan K. Reynell; c1977; Ages 6 Months–6 Years; NFER Publishing Company, Ltd., England.

Designed to cover the important developmental stages from the beginning of language until school age, and to allow for the separate assessment of the receptive and expressive aspects of language. The scales are Expressive Language (structure, vocabulary, content), and Verbal Comprehension.

• *Richmond Tests of Basic Skills* by A. N. Hieronymus and E. F. Lindquist (this edition by Norman France and Ian Fraser); c1975; Ages 8-14; Thomas Nelson and Sons, Ltd., Great Britain.

These tests measure the child's growth in fundamental skills which are crucial to his educational progress. The subtests include: Vocabulary, Reading Comprehension, Language Skills (spelling, use of capital letters, punctuation, usage), Work-Study Skills (map reading, reading graphs and tables, knowledge and use of reference materials), and Mathematics Skills (concepts, problem solving).

SRA Norm-Referenced/Criterion-Referenced Testing Program; c1976; Grades 4–10; Science Research Associates, Inc.

This program enables the user to test the same student with a short norm-referenced test in reading or mathematics and a short criterion-referenced test, and have the scoring report provide information about both tests. The norm-referenced portion of the program is comprised of short editions of the reading and mathematics subtests of the *SRA Assessment Survey*. Any criterion-referenced test of no more than 20 objectives can be combined with the norm-referenced reading and math tests.

SRA Survival Skills Test in Reading and Mathematics; c1976; Grades 6–12 and Adults; Science Research Associates, Inc.

This test is designed to test those basic skills in reading and mathematics that are necessary for everyday living. Each test contains 20 objectives and each objective is measured by three items. The reading test deals with such tasks as reading the telephone book, street signs, personal bills, and labels on common household supplies. The reading level varies according to the requirements of the objective. The mathematics test covers such topics as piece-rate wages, making change, calculating the cost of home projects, and recipe quantities. Two editions are available: a School Edition for grades 6–12, and an Adult Edition for grades 11, 12, and Adults.

• *Sequenced Inventory of Communication Development* by Dona Lea Hedrick, Elizabeth M. Prather, and Annette R. Tobin; c1975; 4 Months–4 Years; University of Washington Press.

This test is designed to assess the expressive and receptive communication abilities of normal and mentally retarded children. The items are based on a communication model and are sequenced so that success and failure patterns suggest possible courses for remediation. The child responds verbally and physically to the examiner's questions. A variety of toys are used in the administration of the inventory.

• *Test of Understandings of Selected Properties of a Number System: Primary Form* by Robert B. Ashlock; 1966; Grades 1-2; Robert B. Ashlock.

Measures understanding of selected properties of a number system. Forty-six multiple-choice items are arranged in three parts–Part I, one-to-one correspondence, cardinal and ordinal number concepts, recognition of numerals; Part II, decimal place value; and Part III, properties of addition on whole numbers.

APTITUDE

• *Cartoon Conservation Scales: Level I* by Edward DeAvila; c1976-77; Kindergarten–Grade 3; DeAvila, Duncan and Associates.

This measure of intellectual development is based on Piagetian theory and purports to be fair to children of diverse linguistic and ethnic backgrounds. The subscales are: Conservation of Identity, Conservation of Length, Conservation of Number, Conservation of Substance, Conservation of Distance, and Egocentricity.

Cartoon Conservation Scales: Level II by Edward DeAvila; c1976-77; Grades 4-8; DeAvila, Duncan and Associates.

Based on Piagetian theory of intellectual development, the test purports to be fair to children of diverse linguistic and ethnic backgrounds. Subscales are: Conservation of Substance, Egocentricity/Perspective, Horizonality of Water, Volume Class Inclusion, and Probability.

Creativity Self-Report Scale by John F. Feldhusen, T. Denny, and C. F. Condon; 1965; Grades 7-16 and Adults; John T. Feldhusen.

The scale consists of 67 phrases considered to be descriptive of creative persons. The respondent indicates which of the phrases are descriptive of him. The scale yields a variety of scores. Those which are applicable to secondary students are: total number of self-descriptive items, socially conforming self-image; socially nonconforming self-image; dynamic, energetic aspects of self-image; diffidence in self-image; fluency, flexibility, and total. Scores for college students are: total number of self-descriptive items; cognitive complexity, innovation, and curiosity; risk-taking, impulsive behavior, and an indifference toward others' views of the respondent; imagination; fluency; flexibility; and total.

SRA Test of Mechanical Concepts by Steven J. Stanard and Kathleen Wahl Bode; c1976; Grades 9-12 and Adults; Science Research Associates, Inc.

This test measures an individual's basic understanding of mechanics and mechanical relationships. It consists of three subtests, each of which measures a separate skill or ability necessary for performance in those jobs requiring mechanical ability. These subtests measure: ability to understand mechanical and spatial relationships, knowledge of common mechanical tools and devices, and ability to visualize and manipulate objects in space.

• *Tests of Musical Aptitude* by John B. Davies; 1971; Ages 7-12; John B. Davies, Scotland.

This measure of musical aptitude makes no use of formal musical material, but rather, involves non-musical or quasi-musical forms. The test is in four parts: Melodic Memory, Pitch, Intervals (auditory transposition), and Rhythm.

• *Triple Mode Test of Categorization* by Toby R. Silverman-Dresner; 1967; Ages 7-15; Toby R. Silverman-Dresner.

Designed to investigate the manner in which the deaf child categorizes stimuli. The test consists of 50 pictorial stimuli and 300 pictorial backgrounds, and it measures the preferred mode of categorization: associative, functional, or superordinate.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

• *Anttonen Arithmetic Scale* by Ralph G. Anttonen; 1970; Ages 8-12; Ralph G. Anttonen.

A 28-item scale designed to assess children's attitudes toward various aspects of arithmetic.

• *Body-Image Identification Test* by Eleanor Bell Gottesman; c1977; Ages 8-13; Eleanor Bell Gottesman.

Assesses feelings of masculinity-femininity as they relate to body image. The test consists of 28 line drawings, seven each of the body, face, shoulders, and hips. The drawings differentiate qualities thought to be feminine and masculine attributes. A series of questions are posed that make use of objective methods to evaluate subjective feelings.

Children's School Questionnaire: Short Form by Beeman N. Phillips; 1966; Grades 4-5; Beeman N. Phillips.

This 48-item questionnaire provides a measure of school anxiety and self-disclosure coping styles. The four school anxiety factors are: rejection by others, especially peers and teachers; taking tests; meeting expectations of others, especially teachers and parents; and stress reactivity. Coping styles are measured by two types of items: those which represent socially desirable characteristics few children have, and those which represent socially undesirable characteristics most children have. Coping behavior is scored as acquiescent or negativistic and self-enhancing or self-derogating.

• *Cooperation-Aggression Behavior Scale* by Donald B. Keat II; c1970; Kindergarten–Grade 3; Donald B. Keat II.

A 20-item rating scale to be completed by the teacher to indicate the extent of a child's cooperativeness or aggressiveness.

• *Describing Personality*; c1971; Preschool–Grade 12; Character Research Project.

Provides a means for developing a detailed description of pupil's individual personality. This makes it possible to adapt one's relationships with, and a learning program to a unique individual. Areas covered are: Outstanding Characteristics; Activities and Interests; Growing Up, Coaching, and School; Social Relationships; Emotional Security and Self-Confidence; Imagination and Curiosity; Community/Vocational Interests; and Home and Family.

Fennema-Sherman Mathematics Attitudes Scales by Elizabeth Fennema and Julia A. Sherman; 1976; Grades 9-12; Elizabeth Fennema.*

These scales assess various attitudes that are related to the learning of mathematics by males and females. The scales are: Confidence in Learning Mathematics, Mother, Father, Attitude Toward Success in Mathematics, Teacher, Mathematics as a Male Domain, Usefulness of Mathematics, Mathematics Anxiety, and Effectance Motivation in Mathematics.

*Included in: JSAS *Catalog of Selected Documents in Psychology*, 1976, 6 (2), 31.

Kirton Adaption-Innovation Inventory: Research Edition by M. J. Kirton; c1977; Adults; NFER Publishing Company, Ltd., England.

Based on the observation that people characteristically produce qualitatively differently solutions to apparently similar problems, the inventory was developed to differentiate adaptors from innovators. It locates respondents on a continuum ranging from an ability to "do things better" to an ability to "do things differently". Adaption-innovation is regarded as a basic personality dimension relevant to the analysis of organizational change and related to the concepts of creativity, problem solving, and decision making.

Parent Opinion Survey by Fen Rhodes; Not Dated; Parents of Elementary School Pupils; Fen Rhodes.

This 29-item questionnaire is designed to assess the favorability of parents' attitudes toward the current educational experience of their child. It has been used as a measure of general parent satisfaction in evaluations of both regular and special programs of instruction.

• *Pedersen Personal Space Measure: Children's Form* by Darhl M. Pedersen; Not Dated; Ages 5-12; Darhl M. Pedersen.

Assesses the respondent's perception of personal space through the placement of moveable figures. Separate forms are provided for boys and girls.

• *Peer Rating Scale* by John F. Feldhusen, Kevin P. Hynes, and Frederic W. Widlak; 1973; Grades 1-6; John F. Feldhusen.

This scale was developed to measure socialization in children. It assesses three aspects of a child's social behavior in the classroom: Individual Pro-social Action (leadership, independence, assertiveness, competitiveness), Social Interaction (cooperation, conformity, authority relations, control of aggression), and Affective Relationships (liking others, social acceptance, being liked, popularity). Each child rates three classmates in terms of observable social behavior. Two forms are available, a 36-item non-reading form for grades 1-2 and a 60-item reading form for grades 3 through 6.

Personal Attribute Inventory by Thomas S. Parish, William T. Bryant, and Annmarie Shirazi; 1976; Adults; Thomas S. Parish.

The inventory consists of 50 positive and 50 negative adjectives taken from Gough's *Adjective Checklist*. Respondents are asked to select from these adjectives 30 which are most descriptive of the target group or person. The scale is applicable to a variety of interpersonal situations and can be used to assess attitudes toward others or as a self concept measure.

• *Personality Descriptions*; c1961; Preschool–Grade 12; Character Research Project.

This series of profiles is intended to enable the parent or teacher to describe pupils' total personality fully and accurately enough to be able to observe their spiritual and character growth. Areas covered are: Home and Family; Social Relationships; Religious Attitudes; Growing Up, Coaching, and School; Emotional Adjustment, Security, and Self-Confidence; Imagination and Curiosity; Activities and Interests; Community and Vocational Interests; and Outstanding Characteristics.

• *Pupil Behavior Checklist* by Fen Rhodes; Not Dated; Kindergarten–Grade 6; Fen Rhodes.

This checklist consists of 45 specific pupil behaviors indicative of individual attitude toward school and learning. The teacher checks each behavioral statement that is descriptive of the child's current general behavior. Each statement has an associated scale value indicating the degree of enthusiasm for school that the particular behavior represents. The child's score is computed by averaging the scale values of the checked statements.

Scale of Reading Attitude Based on Behavior by C. Glennon Rowell; 1972; Grades 4-6; C. Glennon Rowell.*

The scale taps 16 specific reading behaviors within three broad aspects of reading: basal group reading, reading for pleasure, and reading in the content area. The student's attitudes, as reflected in these specific behaviors, are recorded by the teacher over an observation period of several weeks.

*Included in: Rowell, C. G. "An Attitude Scale for Reading". *The Reading Teacher*, Feb. 1972, 442-447.

Scale to Measure Populist Attitudes by James J. Farrell and Patrick R. Laughlin; 1976; Adults; Patrick R. Laughlin.

The 20-item scale measures a set of attitudes that are in accord with both historical and contemporary populism. These are: the conviction that wealth and power are unfairly distributed in the U.S.; support for tax revision, governmental regulation of business, and compensatory social welfare programs; and personal pessimism and disillusion with the political process.

Sexism in Occupations by Roy Rich, Jr., Debra Mandra, and Robin Braun; 1977; Adults; Roy Rich, Jr.

Measures attitudes and biases regarding various occupations and the male-female roles associated with them. The respondent places each of fifty cards listing occupations along a nine-point, male-female continuum. The respondent also completes a separate sexism test, *Beliefs About Equal Rights for Men and Women.*

Situation Exercises by John F. Feldhusen, John R. Thurston, and James Benning; 1964; Grades 3-9; John F. Feldhusen.

This semi-projective device was developed to assess the adjustment of students who display aggressive or predelinquent behavior in school. It consists of four paragraphs describing personality frustrating experiences: being accused of cheating in school, being threatened with punishment for an unavoidable mistake, receiving a social rejection, and not being allowed to make a simple decision over clothing selection. The student responds by writing down all the things that could be said or done about each dilemma. The exercises yield two scores: an adaptive score and a score comprising a qualitative measure of abasement, dependence, and aggression.

Student Attitude Survey by Mark W. Blair and Keith M. Kershner; 1975-76; Grades 9-12; Research for Better Schools, Inc.*

Developed for use in assessing the impact of experience-based career education programs. This survey is concerned with students' attitudes toward school, work, self, and others. It consists of the following sections: Attitudes toward Learning Environments (education in general, school curriculum, school resources, school counseling), Attitudes Related to Careers (career knowledge, career planning), Acceptance of Self, and Acceptance of Others.

*Included in: Blair, M. W. and Kershner, K. M. "Development of the Research for Better Schools Student Attitude Survey" (ED 133 358).

Supervisory Attitudes: The X–Y Scale by Robert N. Ford; c1972; Adults; University Associates.

This scale is intended primarily as a teaching tool to introduce McGregor's X–Y theory of supervisory behavior and style. Part I is designed to measure the types of behavior a supervisor uses in relation to subordinates. Part II assesses one's own beliefs about people in relation to work.

Temperament and Values Inventory by Charles B. Johansson and Patricia L. Weber; 1977; Grade 8–Adult; Interpretive Scoring Systems.

Designed to aid in the career decision-making process, the inventory assesses work-related temperament and reward values. It consists of two sections. The Temperament Scales are based on the individual's self descriptions: Routine-Flexible, Quiet-Active, Attentive-Distractible, Serious-Cheerful, Consistent-Changeable, Reserved-Sociable, and Reticent-Persuasive. The Value Scales measure the importance individuals place on various career-related rewards: Social Recognition, Managerial/Sales Benefits, Leadership, Social Service, Task Specificity, Philosophical Curiosity, and Work Independence.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

Behavior Rating Form by John F. Feldhusen, John R. Thurston, and James J. Benning; 1964; Grades 3-12; John F. Feldhusen.

The form was designed to help teachers designate children whose behaviors would be considered socially disapproved. It encompasses the Behavior Problem Checklist which consists of 18 negative behaviors used in the nomination process. The form was developed for use in the Eau Claire County Youth Study research on disruptive school children.

• *Behavior Rating Instrument for Autistic and Other Atypical Children* (BRIAAC) by Bertram A. Ruttenberg, Beth I. Kalish, Charles Wenar, and Enid G. Wolf; c1976; Ages 3-12; Bertram A. Ruttenberg.

Designed to evaluate autistic children by assessing their present levels of functioning and measuring changes in their behavior. Each of the eight scales begins with the most severe autistic behavior and progresses to behavior roughly equivalent to that of a normal 4 or 5 year old. They are: Relationship to an Adult, Communication, Drive for Mastery, Vocalization and Expressive Speech, Sound and Speech Reception, Social Responsiveness, Body Movement, and Psychobiological Development.

• *Boyd Developmental Progress Scale* by Robert D. Boyd; c1974; Birth–8 years; Inland Counties Regional Center, Inc.

This scale is designed to measure significant aspects of growth and development within three areas of function: motor skills, communication skills, and self-sufficiency skills. The motor skills section includes both fine and gross activities. The communication skills section covers comprehension or cognitive skills and measures what the child can do by actual testing. The self-sufficiency skills section measures, through careful interviewing of the parent, what the child typically does.

• *Carolina Developmental Profile* by David L. Lillie and Gloria L. Harbin; 1975; Ages 2-5; Kaplan Press.

This criterion-referenced behavior checklist was designed to be used with the *Developmental Task Instructional System.* It aids the teacher in establishing long-range objectives to increase developmental abilities in six areas: fine motor, gross motor, visual perception, reasoning, receptive language, and expressive language. Props are needed to administer some of the tasks.

• *Classroom Creativity Observation Schedule* by David A. Denny; c1969; Kindergarten–Grade 3; David A. Denny.

Designed to record classroom behaviors hypothesized to be related to pupil creativity. The eight categories of the schedule are: Motivational Climate, Pupil Interest, Teacher-Pupil Relationship, Pupil-Pupil Relationship, Pupil Initiative, Teacher Approach, Encouragement of Pupil Divergency, and Unusual Response. Scoring procedures are designed to yield a total score that is positively correlated with pupil gain in creativity.

• *Coleman Test of Visual-Perceptual-Motor Skills* by Howard M. Coleman; c1975; Kindergarten–Grade 6; Children's Perceptual Achievement Center, Inc.

This test is designed to identify children with visual-perceptual-motor dysfunctions and to establish a base for compensatory educational techniques to remediate these deficits. It consists of the following subtests: Writing Abilities, Body-Image Concepts, Number Sequences and Concepts, Visual Memory and Recall, Laterality and Directionality, Spatial Orientation, Brain-Eye-Hand Coordination, Graphesthesia, and Stereopsis Testing.

• *Communication Checklists* by Daniel Ling and Agnes H. Ling; 1967; 1 Month–3 Years and Adults; Daniel Ling, Canada.

These checklists are intended to record the types of communication used by the mother (adult or older child) and by the child. Items are classified according to eight communication modes: vocal behavior, verbal behavior, eye contact, facial expression, body posture, action, demonstration, and gesture. The checklists were developed for use with normal and hearing impaired children but could be suitable for children with autism, mental retardation, or other communication disorders.

• *Daberon: A Screening Device for School Readiness* by Virginai A. Danzer, Mary Frances Gerber, and Theresa M. Lyons; c1972; Ages 4–6; Daberon Research.

This individually-administered screening tool is used to determine a child's readiness for academic learning. A series of 124 tasks surveys the following areas: knowledge of body parts, color and number concepts, functional use of prepositions, plurals, ability to follow directions, general knowledge, visual perception, gross motor development, and ability to categorize.

• *Dallas Preschool Screening Test* by Robert R. Percival and Suzanne Poxon; c1972; Ages 3–6; Dallas Educational Services.

This test was devised to eliminate excessive and unnecessary testing of young children. It is designed to screen the child's primary learning areas, which are psychological, auditory, visual, motor, language, and articulation development. The authors emphasize that more sophisticated instruments should be used as learning disabilities are identified. A Spanish edition of the test is available.

• *Developing Oral Language with Young Children: A Parent-Teacher Inventory* by John F. Murphy and Charles A O'Donnell; c1975; Preschool–Grade 3; Educators Publishing Service, Inc.

Part of a structured program to develop language in young children, the inventory assesses the child's strengths and weaknesses, as seen by parents and teachers, in the following areas: General Development (vision, hearing, listening, understanding, speech, language) and Perceptual Development (auditory discrimination, auditory memory, visual discrimination, visual memory, eye-hand coordination, eye-foot coordination, foot-hand coordination, spatial orientation, temporal orientation, sequencing, and self-image).

• *Draw-A-Classroom Test*; 1966; Ages 4–8; Toronto Board of Education, Canada.

This test was developed primarily to permit observation of the world the child perceives and how that world is influenced by school experiences, and secondarily, to elicit information about the child's developing concepts and ideas in the mental, emotional, and social areas of growth. The child is asked to draw his classroom and then to discuss the drawing with the teacher. The information is coded and scored in terms of: space; presence, activity, and interaction of people; drawing the person; classroom constants; and objects and their relationships.

• *Global Baseline Checklist* by Luke S. Watson; Not Dated (Copyrighted); 6 Months–85 Years; Luke S. Watson.

This series of checklists is designed to measure proficiency and progress in each of seven skill areas: self-help, motor coordination, undesirable behavior, language, social-recreation, academic, and vocational. The individual's behavior is rated either from direct observation or reliable reporting. The Checklists may be used to assess severely or profoundly retarded individuals.

• *Group Visual-Motor Screening Figures* by George R. Kelly; c1974; Ages 4–8; George R. Kelly.

This objectively scored screening instrument was designed to quickly identify those children who need individual diagnosis of visual perception and visual-motor expressive difficulties. The children are asked to copy and label each of five figures. Since the figures are developmental in nature, if a child can copy them adequately after one demonstration, he does not require intensive developmental diagnosis or training.

• *Hartford Scale of Clinical Indicators of Cerebral Dysfunction in Child Psychiatric Patients* by Paul N. Graffagnino, F. G. Bucknam, and M. H. January; 1968; Ages 2–17; Paul N. Graffagnino.*

A rating scale of 30 clinical items that may indicate the presence of cerebral dysfunction. The items are divided into three sections: symptoms and signs related to impulsivity of direct aggression, symptoms and signs related to compensatory adjustments against impulsivity or aggression, and items from the early history.

*Included in: Graffagnino, P. N., Boehouwer, C., and Reznikoff, M. "An Organic Factor in Patients of a Child Psychiatric Clinic." *Journal of the American Academy of Child Psychiatry*, 1968, Vol. 7, 618-638.

• *Hyperactive Behavior Rating Scales*; c1974; Open Range; Fearon Publishers.

An observational instrument for parents, teachers, and consultants to specify the hyperactive behaviors that concern them, consider possible causes, and help determine the best program for the child.

Intervention Style Survey by B. H. Arbes; c1972; Adults; University Associates.

Intended primarily for use with a student-personnel administrator, the survey assesses how the administrator responds to his job responsibilities and how others believe he should respond. The respondent reacts to each of 12 situations by placing each of the five leadership styles along a "most similar"–"least similar" continuum. The five styles of intervention are: Task Leader, Impoverished Leader, Country Club Leader, Middle-of-the-Road Leader, and Team Leader.

• *Inventario de Ayuda para Aprendizaje* by Annabelle Markoff; c1976; Kindergarten–Grade 3; Urban Education Press.

Spanish edition of the *Learning Assistance Inventory: Primary Form.*

• *Learning Accomplishment Profile* by Anne R. Sanford; c1974; 1 Month–6 Years; Kaplan Press.

The profile is designed to provide the teacher of the young handicapped child with a criterion-referenced record of the child's existing skills. It enables the teacher to identify developmentally appropriate learning objectives for each child; measure progress through changes in rate of development; and provide specific information relevant to pupil learning. A hierarchy of developmentally appropriate behaviors provides the basis of an evaluation of the child's existing skills in six areas of development: Gross Motor, Fine Motor, Social, Self-Help, Cognitive, and Language.

• *Learning Accomplishment Profile for Infants* by Patricia M. Griffin and Anne R. Sanford; c1975; Birth–33 Months; Kaplan Press.

The profile is designed to provide the parent or teacher of the handicapped infant with a criterion-referenced record of the child's skills. It identifies the next appropriate step in the development of the child and provides detailed instructions for reaching this objective. A hierarchy of objectives listed in developmental sequence provides the basis of an evaluation of the infant's existing skills in six areas of development: Gross Motor, Fine Motor, Social, Self-Help, Cognitive, and Language.

• *Learning Assistance Inventory* by Annabelle Markoff; c1976; Kindergarten–Grade 6; Urban Education Press.

Enable the teacher to systematically record the child's classroom behavior. Five areas affecting academic success are observed: Social-Emotional Skills, Physical Skills, Language Skills, Quantitative Skills, and Learning Behavior. Two separate forms are provided for Primary and Intermediate levels.

• *Magic Kingdom: A Preschool Screening Program*; 1975; Ages 3–6; Southeast Mental Health and Retardation Center.

This program is intended to provide for the comprehensive screening of young children and to identify those with special needs. It can also be used to identify children's strengths and weaknesses so parents can program for them at home if other services are not readily available. The screening program is concerned with motor, visual, auditory, language, conceptual, social-emotional, and self-care functioning in individual children.

• *Mannerism Checklist* by Mary R. Haworth and Frank J. Menolascino; 1965; Ages 2–9; Mary R. Haworth.

This checklist consists of 32 deviant behaviors frequently observed in autistic, psychotic, or retarded children. It was developed for use when analyzing videotapes of standardized play interviews but can also be used during direct observation of children's play. The presence of a specific behavior is checked up to a maximum of six sequences of that behavior within a 15-minute play period.

My Thoughts: A Self-Evaluation Instrument by Edward T. Richardson; Not Dated; Adults; Edward T. Richardson.

Designed as a method by which teachers may rate themselves in each of 13 areas that are considered representative of the "talented teacher".

New York State Physical Fitness Screening Test: 1976 Revision; c1976; Grades 4–12; New York State Education Department.

This individual performance test was developed to provide a means of identifying physically underdeveloped pupils. In addition to a total physical fitness score, the test provides scores indicating relative strengths and weaknesses in four basic components of physical fitness: agility, strength, speed, and endurance.

Organizational Climate Questionnaire by George H. Litwin and Robert A. Stringer; c1968; Adults; Harvard University Press.*

This Likert-type questionnaire elicits employees' perceptions of an organization thus revealing the general atmosphere of that organization. It consists of the following scales: Structure, Responsibility, Reward, Risk, Warmth, Support, Standards, Conflict, and Identity.

*Included in: Litwin, George and Stringer, Robert. *Motivation and Organizational Climate.* Boston: Harvard University Press, 1968.

• *Orientation and Mobility Scale for Young Blind Children: Short Form-Experimental Edition* by F. E. Lord; 1967; Ages 3–12; F. E. Lord.

Designed to assess the blind child's skills in managing his environment. The 24 tasks relate to three skill areas: directions and turns, movement in space, and self-help.

• *Peabody Developmental Motor Scales: Revised Experimental Edition* by Rhonda Folio and Rebecca F. DuBose; c1974; Birth–7 Years; IMRD Publications.

Designed as indices of the young child's gross and fine motor skills, the Scales enable the examiner to identify the skills the child has mastered, those he is developing, and those not in his repertoire. The child is asked to perform various motor activities and is scored on a 5-point scale as to his ability to perform each task independently.

• *Portage Guide to Early Education* by Susan M. Bluma, Marsha S. Shearer, Alma H. Frohman, and Jean M. Hilliard; c1976; Birth–6 Years; CESA #12, Portage Project.

This developmental curriculum includes a checklist which provides a method for recording an individual child's developmental progress. The checklist contains 580 developmentally sequenced behaviors within the following areas: Infant Stimulation, Socialization, Self-Help, Language, Cognition, and Motor. It is intended to serve as a guide to persons who need to assess a child's behavior and plan realistic curriculum goals. Information is provided concerning possible methods of teaching each of the behaviors.

• *Preschool Screening System* by Peter K. Hainsworth and Marian L. Hainsworth; c1974; Preschool; Early Recognition Intervention Systems.

A screening device designed to aid in recognizing and responding to the special learning needs of young children. The individually administered test assesses Information Processing Skills in language, visual-motor, and gross motor areas and includes two supplementary subtests, Draw-A-Person and Verbal Reasoning. Also, parents complete a Developmental Questionnaire covering behavioral characteristics of the skills and behavior of the child at home plus short medical and developmental histories.

• *Primary Grade Retarded-Trainable Children's Referral and Behavior Rating Form* by Rolf A. Peterson, Sally Gorski, and Rhoda L. Kreisman; 1973-76; Ages 2–4 (normal) and 5–12 (retarded); Rolf A. Peterson.

This form was designed to aid in determining a child's developmental level and identifying behavior problems. It consists of 15 developmental subscales, each of which contains several items arranged in developmental order. The form also includes 47 behavior problem items which are grouped in six general categories: Eating, Communication, Response to Commands, Group Activity, Individual Task, and Personal-Social.

• *School Nomination Device* by Beeman N. Phillips; 1966; Ages 5–14; Beeman N. Phillips.

This procedure is used to screen normal populations for those children who may have social and emotional difficulties. It consists of 140 behavior items which can be collapsed into a four-quadrant interpersonal typology: Aggressives, Self-effacing Dependents, Responsible Conformers, and Manipulative Controllers. Three non-social scales are also included: Personal Disorganization, Anxiety Symptoms, and Symptoms of Depression. The device may be completed as an individual checklist or by means of group nomination.

• *Seiken Check List for Autistic Children* by Kiyoshi Makita, Kosaku Umetsa, et al; 1972; Ages 1–10; Kiyoshi Makita.

This instrument was developed to provide for the objective evaluation of the therapeutic progress of autistic children. It covers 11 areas of behavioral patterns: Eating, Elimination, Sleeping, Activities of Daily Living, Play, Interpersonal Relationship, Speech and Language, Expressive, Manipulation of Hand and Fingers of Others, Automony, and Abnormal Outburst of Emotion.

Sentence Completion Form by John F. Feldhusen, John R. Thurston, and James J. Benning; 1964; Grades 3–9; John F. Feldhusen.

The form is designed to differentiate between socially approved and aggressive-disruptive behavior tendencies in school children. The child is asked to complete 20 open-ended sentences expressing his actual feelings. For young children, the form is administered in an interview; for older children, it is self-administering.

Student Evaluation of Teachers and Learning by Edward T. Richardson; Not Dated; Grades 7–12; Edward T. Richardson.

Twenty pairs of statements are rated by students, comparing their teacher's performance to that of "most other teachers".

• *Test of Visual Analysis Skills* by Jerome Rosner; c1975; Kindergarten–Grade 3; Academic Therapy Publications.

An individual or small group test of a child's ability to understand the relationship of parts to wholes.

Thinking About Justice: Form Alpha by John H. Peating; 1977; Grades 4–12; Character Research Project.

One of a series of tools developed to assess each of five aspects of a Sense of Justice identified by Jean Piaget. Form Alpha focuses on the first of these aspects–the problem of the relation of punishment to the idea of justice.

• *Video-Tape Behavioral Checklist* by Mary R. Haworth and Frank J. Menolascino; 1965; Ages 2-9; Mary R. Haworth.

This checklist serves as a means of evaluating children's reactions to a standardized play interview recorded on videotape. The sequence of tasks is designed to aid in differential diagnosis between normal or retarded children and those with psychotic tendencies. The child's play behavior is analyzed in terms of positive and negative responses. A positive score indicates adequate adjustment, while a negative score is indicative of pathological tendencies.

• *Vulpe Assessment Battery: Second Edition* by Shirley German Vulpe; c1977; Birth–6 Years; National Institute on Mental Retardation, Canada.

Provides a comprehensive procedure for the assessment of the atypically developing child's performance of tasks in the following developmental areas: Basic Senses and Functions, Gross Motor Behaviors, Fine Motor Behaviors, Language Behaviors, Cognitive Processes and Specific Concepts, Organizational Behaviors, Activities of Daily Living, Environment.

• *Washington Guide to Promoting Development in the Young Child*; Not Dated; 1 Month–5 Years; University of Washington School of Nursing.

Intended to serve as a reference guide for the nurse to use in observing a child's development, giving parental counseling, or making referrals for evaluation. It covers behavior in the following developmental areas: Motor, Feeding, Sleep, Play, Language, Discipline, Toilet Training, Dressing.

• *Wist-Arnold Auditory Discrimination Test* by Anne H. Wist and Richard D. Arnold; 1968; Ages 5-8; Richard D. Arnold.

This test is modeled after the *Wepman Test of Auditory Discrimination* but contains items of particular relevance to children whose native language is Spanish.

Announcements Received

• *British Ability Scales*; c1978; Ages 2.5-17; NFER Publishing Company, Ltd., England.

This test was developed to enable educational and clinical psychologists to conduct individual cognitive evaluations of children. It consists of 24 scales each of which can be used independently or in combination with any of the other scales. The scales are: Speed of Information Processing, Matrices, Formal Operational Thinking, Similarities, Social Reasoning, Block Design (Level), Block Design (Power), Rotation of Letter-Like Forms, Visualization of Cubes, Copying, Matching Letter-Like Forms, Verbal-Tactile Matching, Recall of Design, Immediate Visual Recall, Delayed Visual Recall, Recall of Digits, Visual Recognition, Naming Vocabulary, Word Reading, Verbal Comprehension, Word Definition, Verbal Fluency, Basic Arithmetic, and Early Number Skills.

Career Ability Placement Survey (CAPS) by Lila Knapp and Robert R. Knapp; Grades 9-16; Educational and Industrial Testing Service.

This comprehensive, multidimensional battery is designed to measure abilities keyed to entry requirements for the majority of jobs in each of 14 occupational clusters. CAPS measures: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.

Career Orientation Placement and Evaluation Survey (COPES) by Robert R. Knapp and Lila Knapp; Grades 8-16 and Adults; Educational and Industrial Testing Service.

The test is designed to measure those personal values which have been observed to be related to the type of work one chooses and the satisfactions derived from the work one does. Eight value dimensions are included: Investigative, Practical, Independent, Leadership, Orderly, Recognition, Aesthetic, and Social.

Instructional Objectives Exchange Basic Skills Tests; 1978; High School; Instructional Objectives Exchange.

These sets of high school minimum competency tests assess survival skills within the areas of reading, writing, and arithmetic. The items make use of real-life situations such as safety warnings, job applications, newspapers, checkbooks, and tax forms.

Jackson Vocational Interest Survey by Douglas N. Jackson; c1977; Grades 9-16 and Adults; Research Psychologists Press.

This survey is designed to assess basic interests relevant to vocational and educational counseling and career planning. The survey consists of 289 paired statements describing job-related activities. It yields scores on 34 basic interest scales: Creative Arts, Performing Arts, Mathematics, Physical Science, Engineering, Life Science, Social Science, Adventure, Nature-Agriculture, Skilled Trades, Personal Service, Family Activity, Medical Service, Dominant Leadership, Job Security, Stamina, Accountability, Teaching, Social Service, Elementary Education, Finance, Business, Office Work, Sales, Supervision, Human Relations Management, Law, Professional Advising, Author-Journalism, Academic Achievement, Technical Writing, Independence, Planfulness, and Interpersonal Confidence.

• *Measurements of Emotional Maturity Scales* (MEM) by Howard Bessell; c1977; Ages 5-11; Psych/Graphic Publishers.

This integrated diagnostic and prescriptive system is intended to evaluate all areas of the child's emotional development. It consists of 63 measures of behavioral functioning arranged within four subscales: awareness, relating, competence, and integrity. The teacher rates the child on each of these behavioral characteristics.

• *Woodcock-Johnson Psycho-Educational Battery* by Richard W. Woodcock and Mary Bonner Johnson; Ages 3-80; Teaching Resources Corporation.

This battery provides a comprehensive overview of learning aptitudes, scholastic achievement, cognitive ability, and interest level for purposes of diagnosis and instructional planning. The 27 tests are divided into three major parts. Part 1–Tests of Cognitive Ability consists of a variety of tests ranging from measures of basic perceptual skills and memory to tests of complex symbolic and verbal reasoning. Part 2–Tests of Achievement includes subtests in reading, mathematics, written language, and academic knowledge. Areas covered by Part 3–Tests of Interest Level includes mathematics, reading, written language, social activities, and physical activities. The battery can be administered in its entirety, or single tests or clusters may be administered to meet specific needs.

Test Reviews

• *Cognitive Skills Assessment Battery*; Teachers College Press.

Reviewed by Charles M. Clark, Psychological Service Center, in *Journal of School Psychology*, Vol. 15, No. 3, 281-282.

Eysenck Personality Questionnaire; Institute for Personality and Ability Testing.

Reviewed by John Brebner, University of Adelaide, in *ACER Bulletin for Psychologists*, June 1977, No. 22, 4-6.

• *Kindergarten Auditory Screening Test*; Follett Educational Corporation.

Reviewed by Pat Larsen, Australian Council for Educational Research, in *ACER Bulletin for Psychologists*, June 1977, No. 22, 3-4.

New References

Baral, Laurie R. *The Evaluation of Teachers*. Arlington, Virginia: Educational Research Service, Inc.

An annotated bibliography of relevant research.

Bolton, Brian, ed. *Handbook of Measurement and Evaluation in Rehabilitation*. Baltimore: University Park Press, 1976. Pp. 360.

This handbook summarizes the current status of psychological measurement principles and practices in the evaluation of disabled clients. Section I presents the basic principles of testing, Section II covers the principal testing instruments, and the final section describes applications in rehabilitation.

Borich, Gary D. *The Appraisal of Teaching: Concepts and Process*. Reading, Massachusetts: Addison-Wesley Publishing Company, 1977. Pp. xvi + 396.

This text is intended to serve as a sourcebook of conceptual frameworks and selected readings prerequisite to conducting appraisals of teaching.

Borich, Gary D. and Madden, Susan K. *Evaluating Classroom Instruction: A Sourcebook of Instruments*. Reading, Massachusetts: Addison-Wesley Publishing Company, 1977. Pp. 496.

Provides reviews of currently available instruments which provide information concerning the teacher, the pupil, and the classroom.

Cone, John D. and Hawkins, Robert P. eds. *Behavioral Assessment: New Directions in Clinical Psychology*. New York: Brunner/Mazel, Publishers, 1977, xxiv + 440, $17.50.

Discusses the complexities involved in the field of behavioral assessment, provides a conceptual and methodological basis for the field, and describes many measurement devices.

Ekwall, Eldon E. *Locating and Correcting Reading Difficulties: Second Edition.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1977. Pp. vi + 169, $4.95.

Provides a procedure for diagnosing reading difficulties.

Hahn, Christine T. *Domain Referenced Testing: An Annotated ERIC Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement and Evaluation, July 1977. Pp. 14.

Presents research in the area of domain-referenced testing.

Hills, John R. *Measurement and Evaluation in the Classroom.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1976. Pp. vii + 359, $9.50.

This textbook is in four parts: Making Traditional and Criterion-Referenced Tests; Choice, Administration, and Interpretation of Standardized Tests; Grading, Marking, and Using Tests to Improve Instruction; and Measurement of Attitudes.

Izard, J. F. *Construction and Analysis of Classroom Tests.* Hawthorne, Victoria: Australian Council for Educational Research, 1977. Pp. viii + 74, $4.00.

This monograph is intended as an aid to teachers who develop tests for use in their classes.

Knapp, Robert R. *Handbook for the Personal Orientation Inventory.* San Diego, California: Educational and Industrial Testing Service, 1976. Pp. xiv + 128, $12.95.

Intended to accompany the *Personal Orientation Inventory.*

Lasser, Barbara et al. *Competency Based Education Sourcebook.* Portland, Oregon: Northwest Regional Educational Laboratory, July 1977. Pp. x + 500, $22.50.

This reference volume describes sources that might be useful to persons responsible for designing, installing, and operating competency based education programs. It provides information on four major types of resources: materials from which selections may be made; products that provide guidelines for selecting available materials; products that provide guidelines for developing materials; and references on the processes, problems, and potential of competency based education. These resources are presented within four content categories: Outcomes, Measures, Instruction, and Instructional Management and Recordkeeping.

Lipsitz, Lawrence, ed. *Test Score Decline: Meaning and Issues.* Englewood Cliffs, New Jersey: Educational Technology Publications, 1977. Pp. x + 220, $12.95.

A collection of papers that deal with issues involved in the decline of test scores.

Martuza, Victor R. *Applying Norm-Referenced and Criterion-Referenced Measurement in Education.* Boston: Allyn and Bacon, Inc., 1977. Pp. viii + 352, $13.50.

This text focuses on the distinction between norm-referenced and criterion-referenced measurement and the implications of these two measurement orientations for test construction and test usage.

• Oakland, Thomas, ed. *Psychological and Educational Assessment of Minority Children.* New York: Brunner/Mazel Publishers, 1977. Pp. xiv + 241, $13.50.

This book identifies various professional, social, legal, and ethical issues which should be considered in order to use assessment techniques appropriately with minority group children.

• Peters, John E., Davis, Joanna, S., Goolsby, Cleo M., Clements, Sam D., and Hicks, Tom J. *Physician's Handbook: Screening for MBD.* Newark, New Jersey: Linden Medical Book Company, 1973. Pp. 95, $6.50.

This handbook was developed primarily for physicians. It is designed to increase awareness of minimal brain dysfunction (MDB) and to present guidelines and diagnostic aids for office screening and case management. These guidelines are organized into sections dealing with medical, social, psychological, educational, and language evaluations.

• Symes, Dal S. *A Description and an Analysis of Tests for the Bilingual Child.* New Mexico State Department of Education, August 1976.

Presents detailed descriptions and evaluations of tests that might be used with the bilingual child.

Wildemuth, Barbara M. *Minimal Competency Testing: Issues and Procedures.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, July 1977.

A selection of documents dealing with competency-based education and minimal competency testing.

Wildemuth, Barbara M. *Program Evaluation in the Arts: An Annotated Bibliography.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, October 1977.

Documents pertaining to the evaluation of educational programs in the arts, including the visual arts, dance, drama, and music.

• Wisland, Milton V. *Psychoeducational Diagnosis of the Exceptional Child, Second Edition.* Springfield, Illinois: Charles C. Thomas, 1977. Pp. 408, $13.95.

Covers the diagnostic processes associated with exceptional children. Specific assessment procedures are described for particular handicapping conditions.

New Publishers

Psych/Graphic Publishers
P. O. Box 28027
San Diego, California 92128

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Joyce Media, Inc.
8613 Yolanda
P. O. Box 458
Northridge, California 91328

New Addresses

Research Psychologists Press, Inc.
P. O. Box 984
Port Huron, Michigan 48060

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin.*

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Addison-Wesley Publishing Company
South Street
Reading, Massachusetts 01867

Allyn and Bacon, Inc.
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

Ralph Anttonen
Director of Educational Research
Millersville State College
Millersville, Pennsylvania 17551

Richard D. Arnold
Purdue University
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